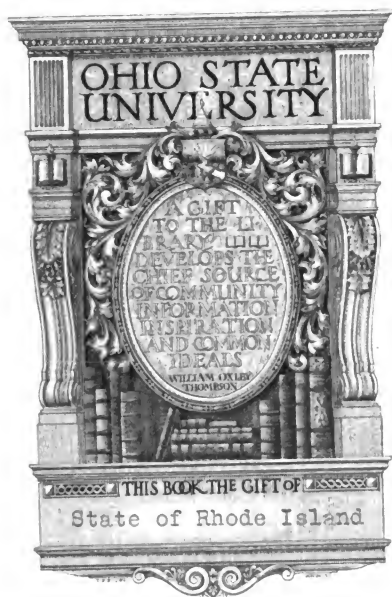


**ANNUAL REPORT
OF THE STATE
BOARD OF
EDUCATION: 1ST-
TOGETHER WITH...**

Rhode Island. Board of
Education





East Hall



Davis Hall



Lippitt Hall



Ladd Laboratory



Science Hall



Taft Laboratory



Larger Buildings at Rhode Island State College.

FIFTY-FIRST ANNUAL REPORT
OF THE
STATE BOARD OF EDUCATION
TOGETHER WITH THE
SEVENTY-SIXTH ANNUAL REPORT
OF THE
COMMISSIONER OF EDUCATION

OF
RHODE ISLAND *Board of
education*
JANUARY, 1921

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FIFTY-FIRST ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF

RHODE ISLAND

1920

State of Rhode Island

BOARD OF EDUCATION

MEMBERS

R. LIVINGSTON BEECKMAN, Governor, *ex officio*
EMERY J. SAN SOUCI, Lieutenant-Governor, *ex officio*
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JOSEPH R. BOURGEOIS
E. CHARLES FRANCIS
FRANK HILL
FREDERICK RUECKERT
FRANK E. THOMPSON

ORGANIZATION

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HIS EXCELLENCY, Governor R. LIVINGSTON BEECKMAN, *ex officio*

VICE-PRESIDENT

HIS HONOR, Lieutenant-Governor EMERY J. SAN SOUCI

CHAIRMAN

FREDERICK RUECKERT

SECRETARY

WALTER E. RANGER

Commissioner of Education, *ex officio*

STATE DIRECTORS OF THE RHODE ISLAND SCHOOL OF DESIGN

E. CHARLES FRANCIS AND FREDERICK RUECKERT

COMMITTEES

Evening Schools—MESSRS. FRANCIS, RUECKERT, AND HILL

Libraries—MESSRS. HILL, THOMPSON, AND BOURGEOIS

State Scholarships—MESSRS. BAKER, BOURGEOIS, AND FRANCIS

Teachers' Certificates and Pensions—MESSRS. THOMPSON, RUECKERT, and the Secretary.

Industrial Education—MESSRS. BOURGEOIS, FRANCIS, AND HILL

•Deceased, February 7, 1920.

REPORT

To the Honorable the General Assembly of the State of Rhode Island:

In compliance with the provisions of law, the State Board of Education respectfully presents to your honorable body its fifty-first annual report, for the year nineteen hundred twenty.

The State Board of Education, now the oldest existing Rhode Island state board and the only Rhode Island state board with a continuous existence exceeding half a century, held its first meeting and organized in compliance with law on April 15, 1870. It would be interesting, were time and space permitted, to recapitulate, in recognition of the fiftieth anniversary of the organization of the Board, significant events of the past half century in the history of Rhode Island education, and to indicate the contributions that the Board has made to a consistently progressive and continuous evolution of a broadening educational program and its carrying out in practice and experience. That has been done twice recently in "Public Education in Rhode Island",* a volume published jointly by the Board of Education, the Commissioner of Education and the Trustees of Rhode Island College of Education, and in a pamphlet souvenir of the public observance of the Board's anniversary.† It will not be out of place, however, to trace briefly the development of the duties and responsibilities entrusted to the Board by the General Assembly as shown by the contrast of functions in 1870 and in 1920, and the accretion of powers in the years between.

In its first annual report to the General Assembly the Board said: "After a general survey of the field it was perceived that the work of the Board was of great magnitude, requiring time, patience, care and assiduity. Our school system is so complex and working under so great a variety of circumstances in the different sections of the state,

*Public Education in Rhode Island. Charles Carroll, LL. B., A. M., Ph. D. Providence, 1918; E. L. Freeman Company.

†Commemoration of Public Education in Recognition of the Fiftieth Anniversary of the Creation of the State Board of Education and of the Seventy-fifth Anniversary of the Appointment of the Commissioner of Education. By Charles Carroll, LL. B., A. M., Ph. D. With an introduction by Walter E. Ranger, A. M., LL. D. Illustrated, Providence, 1920; E. L. Freeman Company.

the hindrances to efficiency are so manifold and so chronic in character, that to judiciously consider the necessities of the public schools and wisely devise means and methods of supporting them was seen to require thorough examination and mature deliberation." Indeed the Board had been created with functions that were advisory and supervisory rather than effective, and it found many varied and complex problems awaiting solution, without the power or authority to initiate measures for change or to carry forward a definite program of reform. In 1873, in its fourth annual report, the Board said: "While the Board, in words of the act by which it was established, is invested with the general supervision and control of all the public schools of the state, it has no authority whatever either to make or enforce any law. Its whole duty consists in making such recommendations and in giving such counsels as will, in its judgment, best subserve the cause of popular education." Again, in its sixth report, in 1875, the Board lamented its helplessness, saying: "Yet, we would again call your attention to the fact that our acts under the present law are only advisory. We, as a Board of Education, stand in relation to the educational department of the state as Congress did to the United States while working under the Articles of Confederation, having power to direct, yet not having power to enforce." The Board, from intimate contact with the educational problems of the state, had realized the need of effective measures to accelerate improvement, and chafed at the restraints imposed by the need of constructive legislation; it scarcely realized, it would seem, the significant contribution it was actually making toward the solution of these problems by presenting them definitely to the General Assembly through annual reports and suggesting the type of legislation wanted.

The Board had, however, in a few years become an important factor in the state's educational organization. Through its power to elect the Commissioner of Public Schools, it had assumed a measure of control of this chief administrative and executive officer, and it had definitely reestablished the liaison between the General Assembly and the state school office needed to restore the wholesome and helpful relation existing in the first decade after the enactment of the Barnard school law of 1845. The General Assembly had already clearly indicated its purpose to support the new Board in developing a program for the extension and improvement of Rhode Island education by enacting laws, on the recommendation of the Board.

Furthermore the General Assembly had begun to entrust to the Board administrative functions in a broadening educational program.

A list of functions of the State Board of Education in the order of their creation will suggest the development of the powers: With the Commissioner to serve as a board of trustees and manage Rhode Island College of Education*; to apportion state support for public evening schools and for free public libraries; to coöperate in the management of and to make appointments to state free scholarships at Rhode Island School of Design; to register, visit, inspect and receive reports from private schools; to receive reports from state institutions maintaining schools; to supervise the education of deaf, blind and imbecile children; to examine and certificate teachers; to approve secondary schools; to examine and certificate superintendents of schools; to administer the teachers' pension law; to establish and aid traveling libraries; to provide for the education of the adult blind in their homes; to approve sanitary standards for schools; to apportion state support for health inspection; to establish post-graduate courses in education at Brown University and to make appointments to state free scholarships; to apportion state support for vocational education; to provide for the care and maintenance of blind babies; to apportion state support for deficient schools; to provide professional supervision for certain towns; to appoint to state free scholarships at Rhode Island College of Pharmacy; to administer the state physical education law and publish a syllabus; to serve as a State Board for Vocational Education; to administer the Americanization law, and to establish standards for testing literacy; to supervise the rehabilitation of victims of industrial accidents. As part of its duties the Board established and developed the State Home and School, the Rhode Island Institute for the Deaf, and the Exeter School, all of which have been transferred to the control and management of other boards, though still subject to visitation and inspection and required to report to the State Board of Education.

The contrast between the position of the Board in 1870 and 1920 will appear more clearly when the Board's statement of its own want of authority in 1870-1875 is read in connection with the following general classification of its functions in 1920:

1. Schools. The Board maintains general supervision of schools and may establish rules and regulations necessary for carrying into effect the laws relating to public schools. It approves and appor-

*Then "Rhode Island Normal School."

tions support to high schools and evening schools. It apportions special aid for deficient schools, support for health inspection, and federal and state funds to promote vocational education. It also provides supervision for certain towns.

2. Teachers. To the Board is entrusted measures for the training of teachers, including management of Rhode Island College of Education and its summer and extension divisions; coöperation with the corporation of the university in the management of the graduate department of education at Brown University, and coöperation with the Federal Board for Vocational Education in training teachers for vocational schools. The Board certifies teachers and superintendents of schools. The Board administers the teachers' pension law.

3. Scholarships and appointments. The Board makes appointments to free state scholarships at Rhode Island School of Design, Rhode Island College of Pharmacy, and Brown University. The Board supervises the education of the blind of all ages, and promotes rehabilitation of crippled victims of industrial accidents. State institutions maintaining schools report to the Board.

4. Libraries. The Board apportions aid to free public libraries, and supports and maintains traveling libraries. The Board makes rules and regulations for free public libraries, and employs a library visitor.

Withal, though clothed with administrative powers in the divisions of public education service indicated, the Board still has advisory and supervisory authority, rather than effective functions, with reference to the public schools and the enforcement of school law. This situation, entirely consistent with Rhode Island's educational policy of leaving to towns control of local school interests, emphasizes the significance of the Board's relations to the public schools and to the General Assembly. It is the Board's duty to present to the General Assembly from time to time in its annual reports suggestions and recommendations for the improvement of schools. It is equally the duty of the General Assembly, as it has given to the Board no effective power to initiate reforms or to enforce its advice to town school committees, to give careful consideration to the requests of the Board and, in its wisdom, to enact progressive educational legislation. To the splendid spirit of support exemplified by the General Assembly, and to its consistent pursuit of its general policy of supporting the Board by legislation and appropriation has been due a very large part of the achievement for public education that has characterized the past half century.

THE NATIONAL CRISIS IN PUBLIC EDUCATION

In its annual report for 1919 the Board directed attention to the crisis in public education arising from "the increasing employment of deficient teachers, the shortage of qualified teachers, the closing of many schools, the lack of school accommodations, the educational loss from absence of thousands of the public's children, and the demoralization of schools in many places." While Rhode Island up to the close of 1919 had suffered less loss in these particulars than other states, it was pointed out that Rhode Island was facing serious conditions, had its own perplexing problems, and, united with other states in the national enterprise of education, must share in their gains and losses. The report included a critical analysis of conditions in Rhode Island, showing that, while Rhode Island public schools had nearly held their own and exhibited "a more prosperous condition than might have been expected amid the exigencies of war and its aftermath," there were grave reasons for concern for the future because progressive standards had been maintained largely through using up a reserve, and had been helped forward somewhat by a momentum of past progressive years. Though an emergency had been met successfully for a time, the schools actually faced severer trials with impaired resources. Particular factors contributing to a situation that warranted not complacency in the present so much as apprehension for the future were (1) shortage of teachers, (2) shortage of accommodations, (3) shortage of school funds, (4) loss of attendance, (5) unrest among teachers, and (6) neglect of opportunity. Inasmuch as the emergency continues, it seems desirable to examine the situation as affected by changes that have occurred during 1920.

(1) *Shortage of Teachers.* The shortage of teachers, while apparently less acute in 1920 than in 1919, has not yet been sufficiently relieved to warrant cheerful optimism. There were 273 resignations in 1920 as compared with 349 in 1919, and 111 teachers were lost to other occupations as compared with 184 in 1919. The needs of the schools call for an annual increase in the number of teachers of 70. A loss of 111 teachers to other occupations, plus a loss of 76 teachers to other states, plus the annual increase of 70 indicates a definite replacement need of 257 teachers, without any margin for emergencies. In 1920 less than 75 teachers were graduated from Rhode Island College of Education, the state's chief

agency for supplying new teachers. This number is much smaller, and for a few years the number of graduates will be smaller, than the average for the past five years. Replacement must, therefore, continue to draw upon an already diminished reserve, with indications that the acute period of shortage may be in the future rather than in the past.

The State Board of Education has discontinued the practice of issuing emergency teachers' certificates of qualifications. While these were granted to high school graduates with special training in the summer school for teachers, to teachers of former experience or of incomplete training, and to persons with no experience and lower qualifications than were regularly required of beginners, the effects were substantially to establish two standards, and to permit a filtration into the ranks of the teaching force of persons not well qualified for service. While emergency certification might be justified as a war time measure to prevent the closing of some schools for want of teachers, the Board was constrained by the necessity of maintaining good standards of instruction to discontinue the practice. It will be observed that emergency certificates had been issued to two groups of teachers who had had limited preparation for service; many of these have qualified for the new type of provisional certificate described in a later section of this report, and through the summer school and extension division of the Rhode Island College of Education are acquiring the additional preparation needed. The net loss of numbers by the discontinuance of emergency certificates has been small; a net gain in efficiency will result from the restoration of definite minimum qualifications. It has been found practicable and better to close some schools temporarily and transport children to other schools than to attempt to continue instruction with untrained teachers.

The shortage of teachers continues, and calls for effective measures to increase the supply. To recoup losses and provide for normal demands in the near future, nearly twice as many teachers are needed as agencies for training teachers can with their present equipment prepare. Urgent necessity exists for extension of provisions for training teachers, and the General Assembly is requested, therefore, to give favorable consideration to the request of the Trustees of Rhode Island College of Education for a new building designed to meet the requirements of the present and the future.

(2) *Shortage of School Accommodations.* There has been in 1920 no relief from the shortage of school accommodations reported in 1919. A school building program that, if maintained, promised to solve the problem of providing for increasing school population, increasing public school enrollment and average attendance, reached its peak and almost its culmination in 1917. In that year 11 new buildings with 107 new classrooms and 4,434 new seats were ready for use. In 1918 eight new buildings with 68 classrooms and 2,650 seats were available, but scarcely sufficient to meet the average annual increase of 2,934 in school population. In 1919 three new buildings with 19 classrooms and 706 seats were opened. In 1920 only one new building with two classrooms and 77 seats was ready; additions to older buildings included five new classrooms and 109 seats.

Statistics of new buildings, new classrooms and new seats are not, however, an accurate measure of the adequacy of new construction. In some instances new buildings replace old buildings; the process of consolidating schools, involving the temporary or permanent closing of schoolhouses, tends to reduce the number of seats in use. The net increase in sittings in 1917 was 3,420, or more than one thousand less than the total of new seats in new buildings; in 1918 the net increase in sittings was more than three hundred less than the number of new seats; in 1919 and 1920 there has been a net decrease in the number of sittings.

It is true that the number of seats in schoolhouses in use exceeds the total enrollment, but it is less than the school population reduced by the number enrolled in parochial and private schools. It should be remembered, too, that total sittings include seats in schools reduced in size* because of shifting population. To offset emergent shortage in more closely populated sections of the state, school officers have been constrained to introduce part-time schedules, with consequent educational loss because of reduced school time. The public school accommodations in several sections are inadequate at the present time; meantime almost nothing is being done to provide for a future which indicates no lessening of the number of children to be educated in public schools. With economic readjustment in process toward reduced building costs, further delay in schoolhouse construction is unpardonable; the program to be undertaken should be on so liberal a scale as to provide for future needs as these may be discovered from a careful investigation of conditions.

*Enrollment and attendance.

(3) *Shortage of School Funds.* While there have been during the past year notable increases in town appropriations for school support, in large part these have been made definitely for the purpose of providing ways and means for advancing teachers' salaries. In too few instances have appropriations been increased with consideration of the marked advance in the cost of most of the commodities and much of the service used in conducting schools, or of the tendency during recent years to find money for increasing teachers' salaries by cutting down expenditures for other purposes. School committees have been embarrassed in planning school programs by a wish to keep expenditures within the limits of appropriations, while still complying with mandatory provisions of law and maintaining in other particulars reasonably satisfactory schools. The situation has been more than usually trying where appropriations have been less than estimates by the school committee, and where school committees have been unable to maintain schools with expenditures within the limits of appropriations and have been constrained to incur deficits. Study of the problem suggested reveals the incongruity of imposing responsibility upon the school committee without effective power to control the amount of school revenues, and of statutory enactments establishing definite minimum standards for schools without providing ways and means within the control of the school committee. Suggestions for the solution of this problem, which is of fundamental significance in any plan for a readjustment of school finance and administration, may be expected from the special survey commission appointed by the General Assembly in 1919, and should include measures whereby definite provision shall be made by towns and through state appropriations for placing reasonably sufficient funds subject to disbursement by school committees.

(4) *Loss of Attendance.* While unusual industrial activity in war time and opportunity for employment of young people at extraordinary wages had an unquestioned effect in reducing enrollment in the years beyond those of compulsory attendance, the contributing factor of unsatisfactory school accommodations and instruction should not be neglected. Losses of attendance generally are irretrievable. If there were no other reason for accelerating the provision of additional school accommodations and instruction where needed, the desirability of preparing immediately for children returning to school from employment and for others who will remain in school because with the readjustment of economic conditions the

demand for child labor has decreased would counsel action. There should also be a stimulation of effort by school officers to improve average attendance. Average attendance of 149 days in a school year of 194 days, as shown in a recent report, means an average loss for each child of 45 days or nearly one quarter of the school year. The unusual conditions of weather, epidemic and fuel shortage that tended to produce a low average attendance are no longer in effect.

(5) *Unrest Among Teachers.* Reasonable advances in salaries have relieved the majority of Rhode Island teachers from the pressure of economic conditions that tended to produce general discontent and to break down the morale of the service. Contentment has not been completely restored, however, and our teachers scarcely yet have overcome the distraction that has affected education only somewhat less than other occupations. The amount of increase has varied throughout the state; in general there has been least improvement where salaries were lowest, and the educational situation in distinctly rural towns is far from being satisfactory. Besides the greater conveniences of urban life, the higher salaries tend to draw teachers from the country. Few are to be found willing to replace those who leave, and it is unlikely that a remedy may be found short of at least doubling the minimum teacher's salary to be paid, and providing suitable boarding or home accommodations for rural teachers.

(6) *An Opportunity Lost.* Rhode Island in the years immediately preceding the war came nearer than any other state to training a sufficient number of teachers to supply vacancies and new positions. This work had been done so well that 85 per cent of the personnel was professional, and what might be called a reserve had been created. This reserve has been used up since 1917, and the state faces a condition that may be worse before it is better. In 1913 the enrollment of prospective teachers in Rhode Island Normal School so far exceeded available accommodations that the General Assembly was requested to provide a new building. When no action was taken upon the request, the Trustees were constrained to take measures to restrict admission, whereas forces were already in operation, though not then clearly understood, that tended inevitably to produce the crisis in education. It would have been wiser in 1913 to undertake a program of expansion; had all those who wished professional training been provided for, and had the numbers of applicants for admission followed the invariable rule of increase with every improvement of

facilities for training, there would be now no shortage of teachers in Rhode Island. That there should be no further delay in providing additional accommodations at Rhode Island College of Education seems clearly to be the lesson to be drawn from past experience.

While the situation as a whole is somewhat better than a year ago there is urgent need for immediate action to overcome the shortage of teachers by increasing provision for training, to increase school accommodations, to provide additional support for public education and to assure school committees of reasonable resources, to improve enrollment and attendance, and to insure a better living by larger salaries and better home accommodations for teachers in rural communities.

AMERICANIZATION

A complete school year of experience with the act to promote Americanization, which became effective July 1, 1919, has demonstrated the desirability and value of this legislation as a measure for eliminating adult illiteracy. Reports from sixteen towns that maintained Americanization classes indicate a total enrollment of 2,642 persons who could not read, write and speak the English language, of whom 917 were within the years of compulsory attendance, sixteen to twenty-one, and 1,925 were over twenty-one years of age. That so many as 1,925 persons of adult age attended evening literacy classes shows an appreciation of this essentially new type of school that would warrant its continuance, in view of the public interest to be subserved by reducing the percentage of adult illiteracy in our population. Reports from towns also show that 107 classes were organized and that 110 teachers were employed. Aggregate attendance was 72,553, which means that 145,106 pupil-hours of instruction were given.

Although the Americanization act provided a penalty for failure to enroll or for irregular attendance of illiterate youth beyond compulsory attendance age for day schools and still under twenty-one years of age, there was little effective effort to enforce attendance during 1919, principally because the act did not designate a school officer for the purpose of enforcement. To remedy this defect in the law, an amendment was enacted by the General Assembly of 1920 that requires the truant officer employed by the school committee to "inquire into all cases of irregular attendance or of failure or neglect to attend upon instruction" as required by the Americanization act, and authorizes truant officers to make complaints "in case of viola-

tions of the compulsory attendance provisions." The law as amended also requires superintendents of schools to report annually before the first of October the number, location and hours of sessions of Americanization schools. An amendment to the school census law extends the ages to be covered by the census to twenty-one, and requires inclusion of questions concerning literacy. The census law as amended should furnish accurate information not only concerning the number of persons amenable to the compulsory provisions of the law, but also establish definitely the responsibility of school committees under the section requiring the establishment and maintenance of classes in towns with twenty or more illiterate residents sixteen to twenty-one years of age.

The General Assembly also provided a liberal increase in the annual appropriation for evening schools, to be applied to the support of Americanization classes. Of this appropriation \$5,674.18 was apportioned and paid to towns, \$1,321 on the basis of per capita of enrollment, and \$4,353.18 on aggregate attendance, as follows: Barrington, \$46.16; Bristol, \$560.44; Central Falls, \$634.06; Coventry, \$16.94; Cranston, \$46.92; Cumberland, \$51.64; East Providence, \$187.64; Lincoln, \$57.00; Newport, \$40.82; Pawtucket, \$581.90; Providence, \$1,357.76; Smithfield, \$9.58; Warwick, \$389.32; Westerly, \$66.08; West Warwick, \$692.68; Woonsocket, \$945.24.

INDUSTRIAL AND VOCATIONAL EDUCATION

An amendment to the act providing an annual appropriation for industrial and vocational education makes the state appropriation available for a fiscal year beginning July 1 and ending the following June 30, and thus establishes a fiscal year for industrial and vocational education corresponding with the school year and with the fiscal year of the federal government. From the point of view of administration this is an important change, because it promotes simplicity in accounting, always complicated when funds used for the same purpose are derived from two appropriations made for differing fiscal years; because it permits budgeting of both state and federal appropriations for concurrent periods of time for purposes of a plan made for an entire school year as a unit of time; and because the educational program may be adjusted for a school year to the budget for the corresponding fiscal year in contrast to attempted adjustment to parts of two fiscal years, an undesirable practice made imperative

while state appropriations were made for the calendar year. The change also warrants continuance of the method of reporting on the basis of the school year inaugurated in the annual report for 1919.

For the school year of 1919-1920 the most significant advances in the field of industrial and vocational education have been the beginning of the teaching of agriculture as a secondary school subject in one Rhode Island high school, an innovation in a state in which the trade and industrial interest predominates as in Rhode Island, and the organization of teacher-training in each of the three lines of vocational education promoted by the Federal Vocational Education Act—agriculture, trades and industries, and home economics. Trade and industrial classes already organized rendered even more satisfactory service than in earlier years, because there was a clearer understanding and a keener appreciation of vocational aims, and, besides, helpful suggestion and guidance from the expert supervisor employed by the State Board for Vocational Education and the State Board of Education. An industrial course, operated previously supplementary to the regular high school course at Westerly, was reorganized as an all-day industrial course conforming to federal requirements. To the continuation classes in Providence was added a class in salesmanship at the English high school, a pioneer in its field and the first of its kind to receive the approval and indorsement of the Federal Board for Vocational Education.

The following table shows the amounts made available by the federal act, the amount of federal money expended, the amounts expended from the state treasury and by school committees from town school funds, and total expenditures in each of the three divisions of vocational education promoted by the federal law:

	Federal Allotment	EXPENDITURES			
		Federal	State	Town	Totals
Agriculture.	\$5,000.00	\$1,892.54	\$583.33	\$1,309.22	\$3,785.09
Trades and Industries.	12,405.42	12,405.42	1,470.38	13,431.90	27,307.70
Training Teachers.	10,000.00	6,429.74	5,257.78	1,172.00	12,859.52
Totals.	\$27,405.42	\$20,727.70	\$7,311.49	\$15,923.12	\$43,952.31

Total expenditures for vocational education were \$43,952.31 of which \$3,785.09 was for agriculture, \$27,307.70 for trades and industries, and \$12,859.52 for teacher-training. Of the \$43,952.31 expended, \$20,727.70 was derived from the federal fund, \$7,311.49 from state appropriations, and \$15,913.12 from other public sources including town appropriations and payments at Rhode Island State College. From the federal funds balances of \$3,107.46 for agriculture and \$3,570.26 for teacher-training were carried forward. Essentially these amounts are returned to the United States Treasury, as they are deducted from the money apportioned to the state for the next fiscal year.

INDUSTRIAL REHABILITATION

The General Assembly in 1919 passed "An Act Providing for Rehabilitation and Education of Injured and Crippled." This act authorizes the Commissioner of Education, with the approval of the State Board of Education, to appoint "any crippled, disabled or injured person, being a resident of this state, crippled, disabled or injured in any Rhode Island manufacturing establishment, or in the pursuit of any other occupation in this state, who shall appear to said Commissioner to be a fit subject for such rehabilitation and education, as a state beneficiary at any suitable institution or school . . . either within or without the state." To the State Board of Education is committed the duty of supervising the rehabilitation and education of persons so appointed. An annual appropriation of \$5,000 is provided, part of which is available for expenditure for artificial limbs, to be provided free of charge or on such terms of repayment by installments as the Commissioner of Education may approve. Rhode Island is among the first of the states to enter upon this significant field of conservation.

An act of Congress approved by the President on June 2, 1920, provides for industrial rehabilitation on a national scale by appropriating money for apportionment to the states that cooperate with the Federal Board for Vocational Education. A beneficiary of the federal law is defined as meaning "any person who, by reason of a physical defect or infirmity, whether congenital or acquired by accident, injury or disease, is, or may be expected to be, totally or partially incapacitated for remunerative occupation," and rehabilitation is defined as meaning "the rendering of a person disabled fit to engage in a remunerative occupation."

For the purposes of the federal law \$750,000 is appropriated for the fiscal year ending June 30, 1921, and \$1,000,000 annually for three years thereafter. The apportionment to the states is to be proportional to population, except that no state allotment may be less than \$5,000 in any year. To avoid the constitutional question of the right of the federal government to encroach upon the field of public education, heretofore controlled by the states, the federal act becomes effective in any state only upon acceptance of its provisions by the legislature of the state, although tentative acceptance may be made by the Governor and is valid until the legislature has been in session sixty days. The state must also agree that for every dollar of federal money expended another dollar shall be expended in the state, and to admit civil employees of the federal government to the benefits of courses conducted by the state. The State Board for Vocational Education is designated as the state agency for coöperation with the Federal Board for Vocational Education, and the state treasurer is custodian of federal money allotted to the state.

While the state and federal legislation is not identical in purpose, there is a substantial similarity, and the amount of federal money to be made available, \$5,000, is the amount carried by the state act. Upon the recommendation of an agent of the State Board who attended a conference in Washington called for the purpose of discussing the federal law and plans for carrying it into effect, and after careful consideration of the premises, the State Board requested the Governor to issue a proclamation accepting the provisions of the federal act, and he did so November 23, 1920. A plan for coöperation with the Federal Board for Vocational Education was drawn in the office of the Commissioner of Education, and approved by the Federal Board, which has certified Rhode Island to the United States Treasurer as entitled to participation in the allotment of federal money. It will be necessary, if the General Assembly approves coöperation with the federal government, to enact legislation accepting the provisions of the federal law, and it will be desirable to amend the state law, Chapter 1737, Acts of 1919, in such manner as to make coöperation effective. Bills for this purpose will be presented to the General Assembly.

SUPERVISION

The probable effect of the act providing additional support for trained supervision of schools, predicted when the General Assembly was asked to increase the permissible maximum aid per town for

salary of superintendent from \$750 to \$1,000, has been realized in general contentment among the personnel. Only two changes have been made during the year, one superintendent resigning to accept a position as teacher in another state, and one new appointment being made because of a readjustment of unions of towns for which the State Board of Education provides supervision under Chapter 1234 of the public laws.

The unsatisfactory situation in six towns that have not yet availed themselves of any one of the three state plans for supervision continues. All but one of these towns now pays more annually for supervision of schools than the town would be compelled to pay at the rate of fifteen dollars per school under Chapter 1234, the state assuming responsibility to an amount not exceeding \$1,000 per town for supervision. The six towns pay altogether \$1,225 for supervision, whereas the total expenditure required of the towns would be \$885 under Chapter 1234. Supervision of approved standard could be furnished for these towns by the State Board of Education at an expense to the state of not exceeding \$6,000, with a possible saving by the organization of convenient unions; perhaps \$4,000 would be sufficient. Supervision provided by the State Board of Education for eight towns has been satisfactory in practice for both towns and state; the effect has not been, as might be feared, an increase in centralization or a surrender of control of town school affairs to the State Board of Education. The Board has consistently maintained its policy of appointing as superintendents persons nominated by the school committee of the town. In no instance have towns in any supervisory union failed to reach an agreement in making a nomination. The superintendent appointed invariably has become, as was intended, for the period of his service, the school committee's own superintendent and agent. Town autonomy and school committee administration have not been interfered with, except as school committees, having advice from persons trained for efficient supervision, have been induced to undertake projects for improvement. There can be no doubt that school affairs have been measurably better because of expert supervision, and there has been no disposition in any town to revert to untrained part-time supervision, after a trial under full-time supervision. The schools in these towns suffered much less than schools in other rural towns from interruption of programs by shortage of teachers, fuel and other conditions incidental to the war time educational crisis.

The law passed in 1908 requiring superintendents of schools to hold certificates of qualifications issued by the State Board of Education applied only to towns receiving state support for supervision. When the statutes were revised in 1909 the certificate requirement was made general. At that time only half the towns in the state had qualified for state support by paying the minimum salary designated in the law; the remaining towns were supervised by persons who were not qualified to meet professional standards. The State Board of Education solved the problem for the time being by establishing definite standards for professional supervision, and by issuing provisional certificates on lower qualifications to superintendents employed in towns paying only nominal salaries or salaries lower than the minimum stipulated for state support. It was expected that the solution would work out satisfactorily in practice, because it seemed unlikely that a school committee paying so much as \$1,500 for supervision would engage any but a professional superintendent. And the expectation was realized until 1920. In 1918 a superintendent of a town eligible for state support resigned, and was replaced by a superintendent on a provisional certificate at a small salary for part-time service. It was anticipated that the arrangement was temporary, and that in a short time the school committee would reestablish professional supervision. The salary paid the provisional superintendent has been raised, and in 1920 the amount paid as salary was \$1,500. The law providing state support stipulates certification and the payment of \$1,500 as the only conditions to be complied with to entitle the town to reimbursement. The superintendent held a provisional certificate, and the salary had been paid. The State Board of Education reports these facts to the General Assembly for consideration. Actual experience in this instance has demonstrated that the minimum salary requirement alone is not sufficient to guarantee standard supervision.

Superintendents' Certificates of Qualification.—Under the superintendents' certificate law of 1908 as amended, 91 certificates of qualification have been issued to superintendents of professional ranking as follows: 30 permanent certificates of the first class, 5 permanent certificates of the second class, 45 temporary certificates of the first class, 11 temporary certificates of the third class. Temporary certificates of the first class are renewable after ten years of successful experience in supervision as permanent certificates of the first class. During the past year 2 permanent certificates of the first

class, 3 temporary certificates of the first class, and 2 temporary certificates of the third class have been issued.

Of the 27 professional superintendents now in service, 25 hold certificates of the first class (14 permanent and 11 temporary); 1 holds a permanent certificate of the second class, and 1 holds a temporary certificate of the third class. In addition, 7 provisional certificates, valid for one year, have been issued to town superintendents of the non-professional class.

Under a new rule of the Board the requirement for a superintendent's professional certificate is established as (a) graduation from an approved college, or university, or normal school, or its equivalent, (b) professional study, 216 hours, (c) accredited experience in teaching for three years.

TEACHERS

Since 1898 the law has required that every teacher employed in a public school shall hold a certificate of qualifications issued by or under the authority of the State Board of Education. Under the statutes the Board exercises the right to determine requirements for certification, and to issue certificates of various types. For more than twenty years certificates have been classified generally into four grades, based upon the nature of the holder's academic preparation for teaching. While the qualifications stipulated have varied from time to time as the Board has made the requirements more stringent with the purpose of advancing standards, the essential basis of classification has remained the same and is indicated in the following general statement:

First grade—Graduation from an approved college or university, or its equivalent. In addition a requirement of a successful examination in six professional subjects, including history of education, principles of education, educational psychology, methods of teaching, school and classroom management, and Rhode Island education, or of professional courses in education totalling twelve semester hours, was developed, and has been in force for a decade.

Second grade—Graduation from a state normal school maintaining at least a two-year professional course following graduation from a standard four-year high school. A successful examination in Rhode Island education has been required in recent years of all normal school graduates, including graduates of Rhode Island College of Education, who take the state examination as part of the work of the college.

Third grade—Successful examination in academic subjects and three professional subjects—methods of teaching, school and classroom management, and Rhode Island education. This certificate has also been granted without examination to persons who have completed successfully one year of a standard normal school course.

Fourth grade—Successful examination in common school subjects. This certificate has been probationary, limited to two years, and not renewable. The holder thereof within two years must qualify for higher certification or retire from teaching.

There have been two principal criticisms of this general classification, first, that the graduate of a normal school who has had thorough and specific professional preparation for teaching and who was a professionally trained teacher received a rating that was seemingly inferior to that given to the college graduate whose education was general and who had not been trained specifically for teaching school; and, second, that the classification was rigid and indicated no way by which a teacher holding any but the lowest grade certificate might advance to higher professional recognition, however much the teacher might advance professionally by notably successful experience, extension or summer school courses, or reading. For some years the Commissioner of Education had been studying the possibility of using certification as a device for stimulating and encouraging teachers to advance professionally while in service, with the purpose of devising a dynamic classification, indicating higher recognition of professional attainment, to replace the static or rigid classification. The development of the extension service and the inauguration of the summer session at Rhode Island College of Education, and the state scholarships for graduate work in Education at Brown University and courses in education at the State College and School of Design presented opportunities through the use of which teachers might qualify for higher professional recognition.

At the February meeting of the Board it was voted to discontinue issuing new first, second, third and fourth grade certificates, and to issue thereafter new certificates classified generally as professional or provisional according to a plan the details of which should be worked out in practice. At the May meeting it was voted to discontinue issuing emergency certificates after June 30. The Commissioner of Education was authorized to issue preliminary certificates for a period not to exceed four weeks pending the presentation of complete and satisfactory evidence of qualifications, thus making provision

to replace one type of emergency certificate. At the June meeting it was voted that no certificate should be issued to any person less than nineteen years of age. Provisional substitute certificates were authorized to meet urgent needs, in the discretion of the Commissioner. At the October meeting the issue of certificates on accredited teaching experience and professional improvement was authorized. In accordance with the general plan and under the new rules of the Board, certificates are now classified and issued as follows:

I. Professional certificates, valid for five years and renewable; permanent on accredited experience of five years in teaching and minimum credit for professional improvement. Qualification in Rhode Island education is required for unconditional professional certification. Professional certificates are classified as follows, according to the preparation for service:

1. Professional certificates valid in secondary schools. Graduation from an approved college or university, or satisfactory proof of equivalent education; 216 hours of professional courses in education.

2. Professional certificates valid in elementary schools. Graduation from an approved normal school, requiring graduation from a four-year secondary school for entrance.

3. Professional certificates valid in primary and pre-primary schools. Graduation from the primary-kindergarten course in an approved normal school, requiring graduation from a four-year secondary school for entrance.

4. Limited professional certificates, valid only for teaching a special subject or art. Accredited academic qualifications, and professional study equivalent to requirements for other professional certificates.

5. Conditional professional certificates. An applicant for a certificate who presents evidence of qualifications for a professional certificate except in Rhode Island education may receive a conditional professional certificate valid for one year on condition that he will qualify in Rhode Island education within that time.

II. Provisional Certificates:

1. Senior provisional certificates renewable and valid for five years in schools and subjects classified as for professional certificates.

(a) Academic qualifications as for professional certificates. (b) Successful experience of five years in teaching. (c) One year of successful study in normal school or equivalent, including Rhode Island education. The holder of a senior provisional certificate may obtain a professional certificate by pursuing courses offered for study and improvement to teachers in service.

2. Junior provisional certificates, valid for one year in elementary schools and classified by years from one to five. An initial provisional certificate may be granted to graduates of secondary schools on approved professional study in summer schools or extension courses or on examination. An advanced provisional certificate, valid for another year, may be granted on successful teaching and continued professional study until the candidate is entitled to a senior provisional certificate.

3. Special provisional certificates. A college graduate or a teacher of accredited experience of five years in public schools may receive a special provisional certificate valid for one year and renewable for one year after the holder has qualified in Rhode Island education.

Teachers' Pensions

Rhode Island is one of a few states that maintain strictly public service, non-contributory teachers' pensions. In this respect the state holds a unique and honorable position as being the most liberal in making provision for the retirement of teachers. No assessments of any kind are levied. The pension plan has worked well in experience. It is far from being an excessive charge upon the general treasury, because in detail it was worked out after a careful estimate of expense based upon records of the certification of teachers.

Pension Statistics. In Rhode Island the average teachers' pension in force continues to increase gradually but slowly. When pensions are classified, however, as long service and disability and with reference to two amendments to the pension law intended to make it retroactive in operation with reference to teachers already retired, it will be seen that the long service pension is steadily approaching the maximum pension provided under the law. The following table shows the average pension in force and the average pension granted from year to year under the provisions of the original pension act and the amendments to it.

	Average pension in force	LONG SERVICE PENSIONS		DISABILITY PENSIONS	
		Act of 1907	Act of 1909	Act of 1914	Act of 1915
1908.....	\$332.93	\$333.24	.....	.....	.....
1909.....	320.33	314.55	312.50	.....	.....
1910.....	331.77	370.54	333.13	.....	.....
1911.....	339.44	394.40	.....	.....	.....
1912.....	339.32	377.15	154.60	.....	.....
1913.....	343.77	375.02	.....	.....	.....
1914.....	339.59	398.78	.....	308.14	.....
1915.....	334.56	390.60	.....	237.09	244.05
1916.....	342.62	421.21	.....	207.39	207.36
1917.....	342.31	378.13	.....	246.53	131.95
1918.....	343.76	418.18	.....	281.30	136.57
1919.....	351.42	443.74	.....	348.39	.....
1920.....	353.25	449.22	.....	322.78	.....

In 1920 ten new pensions for a total value of \$4,085.91 were granted, and five pensions for a total of \$2,031.23 were terminated. Of new pensions granted seven, for \$3,117.58, were for long service, and three, for \$968.33, were for disability. The net increase in the amount of pensions in force is \$2,054.68, a little less than the increase of \$2,090.30 for 1919. The average pension in force was slightly increased from \$351.24 to \$353.25, the gain being made in long service pensions. The average value of long service pensions granted in 1920 was \$449.22.

The following statistical summary gives an account of pensions granted and expenditures for pensions since 1908:

Number of state pensions granted in 13 years.....	212
Number of state pensions terminated.....	63
Number of state pensions in force.....	149
Highest annual pension in force.....	\$500.00
Lowest annual pension in force.....	114.50
Average annual pension in force.....	353.25
Pensions granted under act of 1907, 138.....	52,293.33
Pensions granted under amendment of 1909, 33.....	10,079.20
Pensions granted under amendment of 1914, 27.....	8,407.72
Pensions granted under amendment of 1915, 11.....	2,428.30
Amount of 212 pensions granted since 1908.....	73,208.55
Amount of 63 pensions terminated.....	20,574.20
Amount of 149 pensions now in force.....	52,634.35

Amount of state appropriation in 1920.....	\$52,000.00
Expense of state pensions in 1920	51,580.12
Total amount expended since 1908.....	448,334.54
Total amount appropriated for state pensions since 1908.....	455,574.40

It is estimated that, taking into consideration the number of teachers who may be retired in June, 1921, and allowing for the termination of pensions, at least \$53,000 will be needed for 1921, and the State Board of Education recommends that the General Assembly appropriate so much.

PUBLIC SECONDARY SCHOOLS

There has been little change with respect to public high schools during the year. Compared with 1919 there was a gain of 224, or 21½ per cent, in total enrollment in high schools, which is somewhat better than the usual slow but steady rate of increase in recent years. As has been pointed out frequently in the annual reports of the Board and the Commissioner of Education, there is still need for greater enrollment in secondary schools, our greatest educational losses being with youth of high school age and beyond the years of compulsory attendance. Relatively larger gains have been made recently by towns not maintaining public high schools but complying with the mandatory provisions of the high school law by sending boys and girls to academies or public high schools in other towns. In four of our six cities the normal growth of high school enrollment and attendance has been retarded somewhat by insufficient accommodations, in one instance produced by fire, and in the other three by need for new buildings or enlargement of present buildings. There can be no reasonable doubt that the carrying forward of building plans and the development of diversified and liberal high school education would have an immediate effect in attracting a larger enrollment.

For purposes of the law providing state support for approved high school education the North Kingstown, Newport, Warren and West Warwick high schools were approved in 1920 for a term of three years ending in 1923. Other high schools having three year approval are Cranston, Pawtucket, Providence Classical and Providence Hope, for three years ending in 1921; and Cumberland, East Providence, Westerly and Woonsocket, for three years ending in 1922. Three year approval is given for complete compliance with the minimum requirements for high schools established by the State Board of Education. One year provisional approval is given for approximate

compliance and an undertaking to attempt to attain complete compliance. The following high schools were approved for one year: Barrington, Bristol, Burrillville, Central Falls, Hope Valley and Ashaway in Hopkinton, Little Compton, New Shoreham, North Providence, English and Technical in Providence, and South Kingstown. In addition several public high schools in other states and several private secondary schools were approved for the purpose of permitting towns to send pupils to them in compliance with the mandatory provisions of the high school law.

PUBLIC EVENING SCHOOLS

Total expenditures for instruction in public evening schools for the school year of 1919-1920 were \$83,033.61, an increase of \$28,495.72 over the preceding year, and an increase of \$17,051.57 over 1915-1916, when the previous high record was attained. The total expenditures for four years, 1916 to 1919, were, respectively, \$65,982.04, \$63,879.56, \$56,963.46 and \$54,537.89, showing a steady decrease, attributed to various causes, among them the distraction of war and the fact that so many industrial establishments have been engaged on overtime and night schedules. The unusual increase for 1919-1920, while due in part to compliance with the mandatory provisions of the Americanization act, indicates also a wholesome resumption of evening school instruction. The public evening school has been for many years a feature of the state's general plan for education, of great significance because of the opportunity afforded for school education for adults and for youth who have entered upon employment. The widespread revival of interest is shown by the facts that with only two exceptions every town increased its expenditures in 1919-1920 over the preceding year. Warwick inaugurated evening school instruction, an important advance because the town is an industrial centre.

The following table shows the amounts expended by the several towns for three years, and the amount of state support for 1919-1920. As the town expenditures for 1920 include amounts expended for instruction in Americanization classes, the state column gives the total apportionment of state support, including support for Americanization classes:

Evening School Finances

	TOTAL AMOUNTS EXPENDED BY TOWNS			Support by State
	1918	1919	1920	
Barrington.....		\$499.02	\$834.52	\$463.42
Bristol.....	\$502.03	1,463.66	1,703.78	1,160.44
Burrillville.....	850.57	870.75	971.19	370.00
Central Falls.....	3,705.40	3,267.68	5,679.67	1,634.06
Coventry.....	137.50		384.00	208.94
Cranston.....	509.07	418.50	1,736.82	646.92
Cumberland.....	991.66	954.09	829.28	408.64
East Providence.....	1,039.50	534.20	1,690.70	687.64
Johnston.....	252.50	477.50	652.50	326.25
Lincoln.....	278.09	251.06	533.51	323.76
Newport.....	884.50	2,135.85	2,321.85	630.82
North Providence.....	200.00	82.50	140.00	70.00
Pawtucket.....	8,119.55	6,425.90	8,534.03	1,581.90
Providence.....	31,667.78	30,605.53	38,691.92	2,357.76
Smithfield.....	147.80	113.88	282.90	133.58
Warren.....	514.75	597.49	921.66	460.83
Warwick.....			1,464.71	889.32
Westerly.....	902.65	1,507.04	1,304.12	530.42
West Warwick.....	1,975.68	473.52	4,332.89	1,692.68
Woonsocket.....	4,284.43	3,859.72	10,023.56	1,945.24
	\$56,963.46	\$54,537.89	\$83,033.61	\$16,522.62

STATE SCHOLARSHIPS

The State Board of Education awards free state scholarships at Rhode Island School of Design, at Rhode Island College of Pharmacy and Allied Sciences, and in the graduate department of education at Brown University. Under the rehabilitation act the Commissioner of Education, with the approval of the Board, appoints crippled victims of industrial accidents to free state scholarships at suitable institutions. To the Board is entrusted supervision of the work of students appointed on free state scholarships. Regular reports of the progress made by these students are received by the Board.

Rhode Island School of Design

During the school year of 1919-1920 the number of applications for state scholarships in the Rhode Island School of Design made to the State Board of Education was 680 of which 134 were for day and 546 for evening classes. There was an increase of 13 in the number of applications for day scholarships, and an increase of 134 in the number of applications for evening scholarships, or a total increase of 147 in the total number of applications. The total number of appointments for the year was 434, including 112 day and 322 evening scholarships. In comparison with the preceding year these numbers show an apparent decrease of 8 in the number of day scholarships and a decrease of 81 in the number of evening scholarships, and a decrease of 89 in the total number of scholarships awarded. The apparent decrease is to be explained in part by the innovation of granting 47 day scholarships and 137 evening scholarships for a year, instead of for a term as previously. Were these scholarships counted as two in each instance the total of appointments would show an increase of 95 for the year, instead of an apparent decrease of 89. The increase in the annual appropriation made by the General Assembly of 1920 became available for the school year of 1920-1921. The number of applications rejected was 246, including 224 for evening scholarships and 22 for day scholarships, and was 237 more than in the preceding year. The number of scholarships resigned or relinquished during the year was 167, including 29 day and 138 evening scholarships; in the preceding year 96 scholarships were relinquished. At the end of the school year in May, 1920, 79 state students were enrolled in day classes in various departments, as follows: Freehand drawing and painting, 15; architecture, 6; mechanical design, 28; textile design, 11; jewelry and silversmithing, 4; normal art, 5; decorative design, 10. Besides the state students enrolled in day classes, 181 were enrolled in evening classes. The law regulating appointments requires an apportionment so that the people of the several counties may participate in the advantages of free scholarships as nearly as possible in proportion to the respective populations of the counties. It will be observed that a county may not attain the maximum ratio in the apportionment unless there are from the county applications for scholarships up to the county's quota. It rarely happens that the applications from any county except Providence reach the county's quota; hence generally all applicants from

towns outside Providence county receive appointments if the applications conform to the general rules and regulations adopted by the Board to conserve the state's interest. Besides four summer scholarships, appointments in the year under review were apportioned as follows:

Day Scholarships: Bristol county—Barrington 3. Kent County—East Greenwich 1, Warwick 2, West Warwick 3; total 6. Newport county—Newport 7. Providence county—Burrillville 2, Central Falls 5, Cranston 5, Cumberland 1, East Providence 1, Glocester 1, Johnston 1, Lincoln 1, North Providence 1, North Smithfield 2, Pawtucket 18, Providence 43, Woonsocket 12; total 93. Washington county—Hopkinton 1, Westerly 2; total 3. Total for state, 112.

Evening Scholarships: Bristol—Barrington 2, Bristol 1; total 3. Kent county—Coventry 1, East Greenwich 3, Warwick 7, West Warwick 3; total 14. Newport county—Newport 3. Providence county—Burrillville 2, Central Falls 10, Cranston 18, Cumberland 5, East Providence 9, Johnston 2, Lincoln 4, North Providence 7, North Smithfield 1, Pawtucket 72, Providence 143, Woonsocket 29; total 302. Total for the state, 322.

Sixteen state students were graduated from Rhode Island School of Design, receiving diplomas from various departments as follows: Mechanical design 6, decorative design 3, normal art 3, and one each from the departments of freehand drawing and painting, textile design, architecture, and jewelry and silversmithing. One state student was graduated from evening classes in the department of textile design, and 4 received graduate certificates not classed as diplomas. Four other certificates for completion of part of a course short of graduation were awarded, two in the department of textile design and two in jewelry and silversmithing.

To state students honorary scholarships were awarded by the School of Design as follows: Trustees post-graduate scholarship for fidelity and ability; three Benedict scholarships; Walter F. Chassey memorial scholarship; evening life class scholarship; medal and scholarship by New England Manufacturing Jewelers and Silversmiths Association; the Providence Art Club scholarship in the department of freehand drawing and painting. State students received honorable mention in the awards of the Providence Art Club scholarship. State students were also awarded prizes and medals as follows: The Beeckman prize, the medal given by Herpers

Brothers of Newark, N. J., the medal given by the Utopian Club of Providence. In addition, two state students received first honorable mention for the Augustus Hoppin prize, the Beeckman prize, and the Ives prize.

Rhode Island College of Pharmacy

In the school year of 1919-1920 twenty-two applications for free state scholarships at Rhode Island College of Pharmacy were filed, and ten were granted. Because it was constrained to reject more than half of the applications, the State Board recommended an increase in the annual appropriation, and the General Assembly in 1920 made provision for an annual appropriation of \$2,000. For the school year of 1920-1921 twenty applications were received before May 1, and sixteen later. From 36 applications twenty-one appointments were made, the increased appropriation being still inadequate to provide for all whose qualifications reached the requirements established by rule and regulation. The average age of applicants was between 20 and 21 years. Of the 21 who were appointed 17 had had high school education, 14 had attended the College of Pharmacy at least one year, and four had only elementary education. In awarding scholarships preference is given to persons who have not previously had free state scholarships, in order that the state's provision may be distributed to the largest possible number.

Brown University

The number of applications for scholarships in the graduate department of education at Brown University was larger than in the preceding year, and the amount awarded was larger also, both facts indicating a return toward normal conditions as affecting schools and teachers. Altogether 48 scholarships were awarded, amounting in value to \$2,631.68. Graduates of the following schools and colleges were included among applicants: Amherst College 1, Bates College 3, Beloit College 1, Boston University 2, Bridgewater Normal School 1, Brown University 15, Coe College 1, Connecticut Agricultural College 1, Cornell University 1, Mechanic Arts School of Boston 1, Mount Holyoke College 2, Ohio State University 1, Rhode Island College of Education 4, Rhode Island State College 2, St. Laurent College 1, University of Tennessee 1, Trinity College 1, Tufts College 1, Yale University 1. Fourteen state students completed university requirements for the degree of Master of Arts.

EDUCATION OF THE BLIND

For more than seventy-five years the General Assembly has made annually an appropriation for the education of the blind. For blind children of school age the original plan of appointment to free state scholarships at institutions for education of the blind has been followed. In addition provision is made for education of blind adults in their own homes, and for care and maintenance of blind babies at suitable institutions. The General Assembly in 1920 increased to \$40 each the amount that the Board might expend for clothing for blind children, and also increased the appropriation for education of the adult blind to permit an increase in the salaries of instructors.

Education of Blind Children

Twenty-four children were appointed to state scholarships at the Perkins Institution in 1918-1919. Of these one left during the year and one by change of residence became a Massachusetts pupil. The remaining twenty-two were reappointed, as were also two former pupils, one for special work and one who through change of residence became again a Rhode Island pupil. Five new appointments brought the number of state pupils for 1919-1920 to 29; as two of these did not for various reasons return to the school the number in attendance during the year was but 27. In the course of the year three state pupils left the school, one to go to work at home; one to gain experience in tuning, his chosen profession, in a pianoforte factory with intention of returning at some future time to finish the course and earn a certificate for excellence in that line of work; and one proving sufficiently incapable and incompatible to warrant discharge from the school. Report for the other pupils, with one exception in which physical infirmity was the cause, is given by the director as follows: "Nearly all of them are doing good work, but they require further training in order to render their education productive of good results. Hence we earnestly recommend them for continuance."

For a part of the year one young man was in attendance at a commercial school on a state scholarship. On the completion of his course he found employment in a business establishment, and has since been successful in his work.

Education of the Adult Blind

Perhaps no service directed and supervised by the State Board of Education is less conspicuous than the education of the adult blind in their own homes. Day after day, month after month, year after year, two devoted teachers travel from one section of the state to another, visiting here and there a blind person, giving a lesson, leaving a message of hopefulness, lightening the burden of affliction, and departing as quietly as they came. The general public knows very little of this work; it is not of a kind to attract attention. One of the instructors wrote thus in a recent report to the Board:

"Perhaps this work seems small to those who do not know it, but nothing can be really small that so transforms the lives of people as does the demonstrated knowledge that even when the most important wheel is gone from the machinery of life, much still remains. One of the modern writers of today classes occupation as one of the thirteen great things in life, and he is right. So long as a man is usefully busy, he has courage, but there is nothing that so saps the vitality as idleness. I have seen this forcibly demonstrated in many cases since I have been engaged in my present work.

"I am happy to report that most of my people are happily busy, that they are all interested in trying to do something. You will notice that my route does not lie so much in the South or Washington County as formerly, but that is because I have done all I can for several living in that district. It is my plan, just as soon as I get hold of anything that is worth while, to go to my ex-pupils and give it to them.

"In order that the work may be as far reaching as possible, I am preparing an article descriptive of the same to be sent to all the principal papers outside of Providence. It astonishes us that we often meet persons who did not know that there was any such work carried on, and I often wonder why they have not seen it in the papers. The teaching of the blind in their homes is almost as great a boon to their families as to themselves, for when it is realized that the unfortunate member is happily employed, it entirely alters the atmosphere of the home."

In the past year the teachers of the adult blind travelled 6,238 miles and visited homes in Bristol, Carolina, Central Falls, Cranston, Conimicut, East Providence, Jamestown, Kingston, Newport, Oakland Beach, Pawtucket, Pawtuxet, Pascoag, Providence, Tiverton, Warren and Woonsocket. The number of persons receiving instruction was 62, including 14 new pupils. The age of pupils ranged from 23 to 81 years, and averaged 56 years. Besides reading in

three systems, writing, sewing, knitting, crocheting, tatting, netting, chair seating and caning, basketry and raffia work were taught. Three sales of articles made by the blind were conducted, two in Newport and one in Providence. The amount realized from sales was \$809.87. Altogether \$1,134 was paid to blind workers, as the proceeds of sales and exchanges. By reason of the instruction provided 37 blind pupils are partly self-supporting. In addition to work with the blind one instructor visited and taught a child 12 years of age who was confined at home with spinal trouble.

FREE PUBLIC LIBRARIES

For seventy-five years the significant place of free public libraries in a state educational system has been recognized in the law directing the Commissioner of Education to give his assistance in the selection of books. The first Commissioner was influential in promoting the establishment of free public libraries in more than half the towns of Rhode Island. Other Commissioners labored zealously to increase library facilities. For nearly fifty years the state had assisted free public libraries through an annual appropriation to be apportioned to the libraries and used for the purchase of new books. For 1920 the number of free public libraries receiving state support was 63, as it was in 1919. The amount of \$9,969.94 was apportioned from the appropriation of \$10,000, besides which an appropriation of \$3,000 was expended for free traveling libraries and library visitation. With the annual report of the Commissioner of Education will be found statistical tables indicating the development of free public library service, with comparisons on the bases of the preceding year and ten years earlier. It is significant that, largely because of state support, more than 175,000 new books have been placed on the shelves of free public libraries in ten years, and that annual circulation, now more than a million and a quarter annually, has increased a quarter of a million as compared with ten years ago. The increase in circulation is not, however, commensurate with the increase in number of volumes.

More than one recent report of the State Board of Education has suggested either a state appropriation to be applied to the salaries of librarians or otherwise under such conditions and regulations as will promote the improvement of free public library service, or possibly the apportionment of part of the annual appropriation on the basis of circulation. The desirability of the apportionment of public money

in relation to more than one measure of public service has frequently been demonstrated in connection with schools. Teachers' money, for instance, is apportioned on the number of schools and on the school census. Evening school money for the promotion of Americanization classes has been apportioned on the two bases of enrollment and attendance. Certification of librarians, similar to certification of teachers, has been advocated, with an annual appropriation to be apportioned as part of the salaries of certificated librarians. The extremely wide variation in the public service rendered by free public libraries is indicated by the difference in the ratio of circulation to the number of volumes in the library. The law in its present form assists in placing books on the shelves of public libraries; there is need of measures that will take the books from the shelves and keep them circulating. The present law promotes a static development, whereas the free public library may be made a dynamic agency for extending public education.

One student was graduated from Rhode Island College of Education as a trained librarian, the first graduate of the library training course inaugurated two years ago. In connection with the annual summer session, the customary institute for librarians was conducted.

Traveling Libraries

The trend toward an improvement in the circulation of traveling libraries indicated in the report for 1919 was continued in 1920, and the circulation for the year was the largest of record with the exception of 1916, when the total was in excess of 52,000. The summary following shows the number of libraries, books and loans since 1908:

	Libraries	Volumes	Loans
1908.....	84	5,636	10,627
1909.....	127	7,297	19,369
1910.....	169	9,193	28,623
1911.....	214	11,783	28,284
1912.....	210	11,274	30,073
1913.....	206	10,507	31,464
1914.....	211	11,044	33,717
1915.....	311	11,894	47,770
1916.....	212	12,265	52,186
1917.....	214	12,125	47,671
1918.....	242	13,251	46,430
1919.....	227	12,205	46,708
1920.....	226	12,428	48,546

The administration of a system of traveling libraries involves careful attention to books, to insure the most economic use. Each time a library is returned to headquarters it is carefully examined, and necessary repairs are made. A library is not returned to service until all books are restored to first-class condition. During the year 9,006 books were cleaned, 4,938 books were repaired, 10,278 books were shellacked, 50 books were rebound, 22 libraries were revised, and 50 cases were repaired.

Superintendents of schools and teachers coöperate in extending the service of traveling libraries by making schools centres for the loaning of books. Most are appreciative of the service that may be rendered. Following are a few extracts from recent letters:

"I appreciate your help in supplying this valuable material for our schools."

"Let me tell you again how much we appreciate the books you loan us."

"I do not know what we would have done without the traveling library this cold winter. We will be pleased to get a new one."

"This library has meant a great deal to our people, who are several miles from a library."

GEORGE TOWNE BAKER

Honorable George Towne Baker, member of the State Board of Education continuously for twenty-six years from 1894 to 1920, died at his home in Barrington on February 7, 1920. He was born in Providence June 25, 1842, and was educated in the public schools. He served three months in the Civil War as Sergeant in Company B, Tenth Rhode Island Volunteers. He represented Barrington in the State Senate, 1890-1894. His service as a member of the Board of Education was painstaking and covered a wide field; in his death the State of Rhode Island has lost a citizen who in his lifetime exemplified the finest ideals of civic service, and public education has lost one of its most devoted friends. Action on his death was taken by the Board in the adoption of the following resolutions:

Resolutions

In sorrowful recognition of our loss in the death of the Honorable George Towne Baker, our late associate, and in sincere acknowledgment for our appreciation of his life and character, it is hereby resolved

by the members of the Board of Education of the State of Rhode Island:

That we treasure in appreciative remembrance his long and honorable service in the membership of this Board, his willing sacrifice of time and effort to public interests, his devotion to the cause of public education, his courtesy, constancy and saneness in the deliberations of the Board, his wise and efficient activities in the execution of many of its varied duties entrusted to him in a devoted service of twenty-six years.

That the records of the Board on nearly every page reveal his sense of public responsibility and his painstaking care in fulfilling public trust. In attendance at meetings of the Board and conferences of committees, in visitation of institutions, in the auditing and verification of accounts, in the preparation of governing rules and regulations, in the examination of reports and applications, and in supervision and direction of the interests entrusted to him, no member has been more active or devoted more time and thought to the service of the Board. As chairman of committees he exercised care of the building and grounds of the Rhode Island Normal School, supervised the apportionment of mileage and served on the committee on instruction. As chairman of the committee on scholarships, he gave attention to hundreds of applications, approved the awarding of state scholarships in the Rhode Island School of Design, Brown University, the Rhode Island College of Pharmacy, the Perkins Institution for the Blind, and other institutions, gave thoughtful supervision, sometimes with visitation, to the work of state students, and directed the instruction of adult blind in their homes under the authority of the Board. In the founding of the Exeter School in 1907 and its administration until 1917 he was chairman of the committee of management, which gave direction to its beginnings, its policies and its growth to an institution of ten buildings and three hundred inmates.

That under the observation of the Board as member and chairman of the school committee of Barrington for twenty-seven years, he not only rendered signal service for the schools of that town, but also established high standards for the administration of public education worthy of emulation elsewhere. Through his influence a critical survey of the schools in the town was made in 1901 by the Commissioner of Public Schools, which was the beginning of improvements that under his guidance have kept Barrington schools in the first rank among town systems.

That we revere him for the rectitude and devotion of his life in home and community, recall with appreciation the merited honors paid him by his townsmen by repeated elections to public office fully equalled by the honor conferred on the town by his service for school and library, on the town council and as State Senator, and

That in all our personal and official relations with him we have known him as a cheerful, diligent and capable fellow-worker, a man of kindly disposition, unfailing courtesy, ready sympathy, sane judgments, broad views, high ideals, deep religious faith, loyalty to duty and ever active service; an advocate of measures he believed to be right; a protector of others against injustice; one exhibiting a constancy and a practical comprehension of ways and means in public administration; a friend to others whose good will, good sense and good humor endeared him to them; in all a Christian gentleman, a noble citizen, a patriotic public servant.

That in a common fellowship of sorrow we extend our heartfelt sympathy to his bereaved family and sorrowing friends, and cherish the memory of him as a friend whose fruitful life has enriched our own.

As part of a program for the suitable observance of the anniversaries of significant events in the educational history of Rhode Island, a commemoration of public education in recognition of the fiftieth anniversary of the creation of the State Board of Education and the seventy-fifth of the appointment of the Commissioner of Public Schools, was conducted at Rhode Island College of Education on December 3, 1920. Before an unusual gathering of citizens who had assembled in honor of the occasion addresses were delivered by distinguished educators from Rhode Island and other states, who brought to the Board and the Commissioner messages of greeting and felicitation, and who reviewed the events of the past, applauded the progress of Rhode Island education, eulogized the men who had contributed to its evolution, and forecasted a future experience no less rich than had been the past. It is significant of the recognition of the importance of these anniversaries that every New England state and the State of New York was represented by a leading educational officer. In the evening the State Board of Education and the Commissioner were tendered a complimentary dinner by the Rhode Island Institute of Instruction. The program follows:

Singing: "Estudiantina"
"Prayer"

COLLEGE OF EDUCATION GLEE CLUB

*P. Lacone
Mascagni*

PRAYER—REV. EDWARD HOLYOKE Pastor Calvary Baptist Church, Providence

ADDRESSES

HON. FREDERICK RUECKERT Chairman State Board of Education

DR. WALTER E. RANGER Commissioner of Education

COMMEMORATION ADDRESS

DR. JOHN H. FINLEY Commissioner of Education, State of New York.

Singing: "Fiddle and I" *Goodeve*
 "My Native Land" *Jules Jordan*

GREETINGS AND MESSAGES

Vermont, Commissioner Clarence H. Dempsey

Connecticut, Commissioner Albert B. Meredith

Brown University, President W. H. P. Faunce.

Rhode Island State College, President Howard Edwards

Providence College, President Albert T. Casey

Rhode Island College of Education, Principal John L. Alger

Rhode Island School of Design, Mrs. Gustav Radeke, President

School Committees, Rev. Anson B. Howard, Bristol,

Superintendents of Schools, Superintendent Herbert W. Lull, Newport

Secondary Schools, Principal Elmer S. Hosmer, Pawtucket

Elementary Schools, Miss Clara E. Craig, Director of Teacher Training

Public Libraries, William T. Goddard, President Rhode Island Library Association

Singing: Soprano Solo *Selected*

MISS EMILY ELLIOTT

RECEPTION AT 5:30 P. M.

Complimentary Dinner at 6:30 P. M., given to the State Board of Education by the Rhode Island Institute of Instruction under the direction of the Fiftieth Anniversary Committee: Superintendent John F. Deering, Kent County; Superintendent Isaac O. Winslow, Providence County; Superintendent Herbert W. Lull, Newport County; Superintendent Willard H. Bacon, Washington County; Superintendent William C. Hobbs, Bristol County

SPEAKERS

Dr. Stephen S. Colvin, President Rhode Island Institute of Instruction

Commissioner Augustus O. Thomas of Maine

Commissioner Ernest W. Butterfield of New Hampshire

Deputy Commissioner Frank W. Wright of Massachusetts

Judge Howard B. Garham, Chairman Providence School Committee

Mrs. Elizabeth H. Sturges, Presidential Elector

Superintendent Isaac O. Winslow, Providence

Mrs. Mary M. Nugent, Supervisor, Warwick

Principal William S. Steere, President Barnard Club

Miss Mary Williams, Principal John Howland School, Providence

Commissioner Walter E. Ranger of Rhode Island

MUSIC BY THE CLASSICAL TRIO

Violin: Mrs. Levi B. Edwards
 Violoncello: Mr. A. Forest Ranger
 Piano: Miss Harriet M. Hathaway

As a souvenir of the commemoration a pamphlet of twenty-four pages was prepared by Dr. Charles Carroll under the direction of the Commissioner of Education. The pamphlet includes an historical summary of the administration of public education in Rhode Island by the State Board of Education for fifty years; a similar summary for the Commissioner of Public Schools and Commissioner of Educa-

tion covering the twenty-five years preceding the creation of the Board, and the activities of the Commissioner in the jurisdiction entrusted to him for the past fifty years; and brief biographical sketches of the sixty-nine citizens who have been members of the State Board of Education, and of the nine men who have been Commissioners. The pamphlet is illustrated by pictures of sixty-five of sixty-nine members of the Board and of eight of the nine Commissioners. So nearly complete and so notable a collection of portraits was achieved through patient research covering nearly two years. Besides being a significant compilation of data of interest to educators, the pamphlet contains a wealth of material of general historical interest, particularly in the abundance of biography of leading citizens who were active in education and in other fields of civic enterprise.

STATE APPROPRIATIONS FOR PUBLIC EDUCATION

The following table presents state appropriations for public education for three years, for purposes of comparison. In three years the amount made available for apportionment to the several towns as state support for public schools has been increased by \$21,000, while the total amount made available for expenditure or apportionment by or under the direction of the State Board of Education or the Commissioner of Education has been increased by \$42,500. Essentially the General Assembly, while making \$21,000 available as state support for town schools, has provided an additional \$21,500 for the improvement of public education through state agencies, including such enterprises as pensions for public school teachers, teachers' institutes and educational circulars, the examination and certification of teachers, the education of teachers, the instruction of the blind, free public libraries and traveling libraries, and scholarships at various institutions. The appropriations for 1920 show an increase of \$31,200 over those of 1919. In addition the General Assembly provided material and significant increases in appropriations for various institutions not controlled or managed by the state division of public education service, although conducting schools as part of their legitimate and necessary work.

Increases for the year include \$1,000 for high and graded schools, \$5,000 for supervision, \$2,000 for the increase of teachers' salaries, \$3,000 for industrial education, \$8,000 for evening schools to be applied particularly to Americanization classes, \$500 for medical inspection, \$200 for the examination and certification of teachers,

\$1,000 for teachers' pensions, \$700 for educational publications, \$1,000 for the education of blind children, \$800 for the education of the adult blind, \$500 for traveling libraries, \$5,000 for Rhode Island College of Education, \$2,000 for scholarships at Rhode Island School of Design, \$1,000 for scholarships at Rhode Island College of Pharmacy, \$30,000 for Rhode Island State College for maintenance and \$45,000 for a new building, \$4,500 for Rhode Island Institute for the Deaf, \$12,000 for the Exeter School, \$99,500 for the State Home and School, \$18,500 for the Sockanosset School, and \$2,000 for the Oaklawn School.

State Appropriations

	1918	1919	1920
Public schools, "teachers' money".....	\$120,000	\$120,000	\$120,000
High and graded schools.....	33,000	33,000	34,000
School apparatus.....	4,500	4,500	4,500
Public schools, special aid.....	5,000	5,000	5,000
Supervision of public schools.....	23,000	23,000	28,000
Increase of teachers' salaries.....	6,500	6,500	8,500
Industrial education.....	11,300	12,000	15,000
Evening schools.....	9,200	9,500	17,500
Medical inspection.....	4,500	5,000	5,500
Teachers' certificates.....	3,000	3,200	3,400
Teachers' pensions.....	49,000	51,000	52,000
Examination of children for employment.....	8,000	8,000	8,000
Employment badges.....	150	150	150
Teachers' institutes.....	500	500	500
Lectures and addresses.....	800	800	1,500
Promotion of Americanization.....	.....	2,000	3,000
Education of injured.....	.....	5,000	5,000
Teaching of fire prevention.....	.....	1,500	.....
Graduate courses in Brown University.....	5,000	5,000	5,000
Education of blind children.....	10,000	9,000	10,000
Instruction of adult blind.....	3,000	3,000	3,800
Free public libraries.....	9,900	10,000	10,000
Traveling libraries and Library Visitor.....	2,500	2,500	3,000
Rhode Island College of Education.....	77,000	77,000	82,000
Mileage of students of College of Education..	4,000	4,000	4,000
Rhode Island School of Design.....	23,000	23,000	25,000
Rhode Island College of Pharmacy.....	1,000	1,000	2,000
Rhode Island State College.....	20,000	45,000	75,000
Rhode Island State College, equipment.....	.....	35,000	45,000
Rhode Island Institute for the Deaf.....	46,500	49,000	53,500
Exeter School.....	92,500	98,000	110,000
State Home and School.....	26,100	26,500	136,000
Sockanosset School.....	96,500	92,000	110,500
Oaklawn School.....	14,600	16,500	18,500

Of the appropriations apportioned or expended by or under the direction of the state division of public education service all but one were adequate to meet the requirements of law. That for medical inspection was \$254 short of the amount needed to reimburse towns for approved expenditures. While several of these appropriations are fixed by statute, most are determined on estimates of anticipated requirements, and a deficit indicates merely an extension of town school service that was not foreseen when estimates were being made. On the other hand unexpended balances remained in several accounts to the amount of \$12,475.36, all of which reverts to the treasury. In addition \$11,510.24 from the appropriation for industrial education was carried forward for expenditure before the expiration of the industrial fiscal year, June 30, 1921.

Estimates of requirements for the ensuing year warrant recommendation of increases in appropriations the amounts of which are not established by law to make available the following amounts: Supervision of public schools, \$30,000, an increase of \$2,000; high and graded schools, \$34,500, an increase of \$500; medical inspection, \$6,500, an increase of \$1,000; evening schools, including Americanization classes, \$18,000, an increase of \$500; examination of teachers \$3,700, an increase of \$300; teachers' pensions, \$53,000, an increase of \$1,000; education of blind children, \$10,500, an increase of \$500; Rhode Island College of Education \$92,000, an increase of \$14,000; summer session of Rhode Island College of Education, \$5,000, an increase of \$1,000; free public libraries \$10,500, an increase of \$500.

PUBLIC EXPENDITURES FOR EDUCATION

In accordance with custom this report closes with a comparative statement showing public expenditures for education for three years as follows:

Current State Expenditures

	1918	1919	1920
Public schools, "teachers" money.....	\$120,000.00	\$120,000.00	\$120,000.00
High schools.....	29,820.00	29,775.000	30,080.00
Graded schools.....	2,700.00	3,530.00	3,775.00
Public schools, special aid.....	3,755.86	4,998.33	5,000.00
Supervision of public schools....	21,955.00	21,922.48	27,994.72
Increase of teachers' salaries....	5,971.26	5,620.66	6,311.66
Evening schools.....	8,185.59	7,686.92	16,522.62
Medical inspection.....	4,621.80	4,921.60	5,500.00

	1918	1919	1920
Teachers' certificates.....	\$2,916.69	\$3,194.45	\$3,248.37
Teachers' pensions.....	49,081.84	48,903.73	51,580.12
Examination of children for employment.....	7,836.00	6,815.00	6,746.00
Teachers' institutes, lectures, etc.	926.43	1,229.70	1,342.56
Promotion of Americanization..	.....	1,769.23	2,681.19
Teaching of fire prevention in schools.....	.....	1,500.00	.....
Graduate courses in Brown University.....	5,000.00	5,000.00	5,000.00
Education of blind children....	7,114.94	8,505.00	8,862.68
Education of injured.....	.....	.....	538.92
Instruction of adult blind.....	2,816.87	2,999.12	3,431.03
Free public libraries.....	9,855.93	9,869.93	9,969.00
Traveling libraries and Library Visitor.....	2,500.00	2,494.31	2,999.83
Rhode Island College of Education.....	80,377.13	85,360.63	88,836.18
Rhode Island College of Education, Summer School.....	3,988.34	4,000.00	3,999.19
Mileage of students of the Rhode Island College of Education..	3,995.00	3,651.54	3,523.50
Rhode Island School of Design..	23,000.00	23,000.00	25,000.00
Rhode Island College of Pharmacy.....	1,000.00	1,000.00	2,000.00
Rhode Island State College....	40,000.00	55,000.00	84,436.86
Rhode Island Institute for the Deaf.....	45,199.05	41,719.28	48,651.01
Exeter School.....	97,668.50	92,838.35	105,059.87
State Home and School.....	107,106.20	98,737.85	86,660.55
Sockanosset School.....	95,333.18	99,618.96	99,986.79
Oaklawn School.....	13,408.85	15,017.32	16,708.12
Vocational education—State...	7,079.65	5,518.65	7,644.12
Vocational education—Federal..	6,099.19	11,920.63	20,727.70

Current Municipal Expenditures

	1918	1919	1920
Public day schools.....	\$2,856,327.86	\$3,257,784.64	\$4,094,260.78
Public evening schools.....	48,787.87	46,850.97	66,510.99
Total amount for current expenses.....	\$3,714,429.12	\$4,132,754.28	\$5,065,590.30

Expenditures for Permanent Improvements

	1918	1919	1920
Rhode Island State College.....	\$640.95	\$2,767.21	\$113,116.24
Exeter School.....	2,655.86	5,999.99	6,988.56
State Home and School.....	4,986.15	9,866.31	6,997.97
Sockanosset School.....	4,500.00	5,891.96	8,489.60
Oaklawn School.....	750.00	1,189.20	1,437.32
Rhode Island Institute for Deaf.	40,005.79	13,630.44	4,428.39
School buildings and furniture..	746,034.08	291,876.53	387,825.28
School apparatus, State.....	3,804.54	4,339.62	4,500.00
School apparatus, municipal....	23,121.06	25,456.84	21,124.24
Total amount for permanent im- provements.....	\$826,498.43	\$361,018.10	\$554,907.60
Total expenditures for public education.....	\$4,540,927.55	\$4,493,772.38	\$5,620,497.90

Of the entire sum expended for public education in the past three years, the sources of revenue are indicated as follows:

	1918	1919	1920
State.....	\$860,566.49	\$859,432.81	\$1,030,043.91
Town and city taxes.....	3,400,156.01	3,543,371.16	4,411,910.38
Other sources.....	274,114.86	78,587.82	157,815.91
United States Treasury.....	6,099.19	11,920.63	20,727.70

Respectfully submitted by the Board of Education,

R. LIVINGSTON BEECKMAN
EMERY J. SAN SOUCI
JOSEPH R. BOURGEOIS
E. CHARLES FRANCIS
FRANK HILL
FREDERICK RUECKERT
FRANK E. THOMPSON

WALTER E. RANGER, *Secretary*

December 31, 1920

SEVENTY-SIXTH ANNUAL REPORT

OF THE

Commissioner of Education

OF

RHODE ISLAND

1920

State of Rhode Island and Providence Plantations

STATE EDUCATION SERVICE

To the Honorable the State Board of Education:

GENTLEMEN:—In compliance with the requirements of law, I submit herewith the seventy-sixth annual report of the Commissioner of Education, it being for the school year of 1919-1920.

Very respectfully,

WALTER E. RANGER,

Commissioner.

STATE HOUSE, December 31, 1920.

REPORT OF COMMISSIONER

FOR THE SCHOOL YEAR OF 1919-1920

This report includes the following sections in the order indicated: (1) School population and school attendance, with comparison of school population and membership; (2) Attendance in public schools; (3) Schools, number of schools, size of schools and length of school year; (4) Teachers, teachers' salaries, education of teachers; (5) Public elementary schools; (6) Public secondary schools; (7) Public pre-elementary schools; (8) Public evening schools, Americanization classes; (9) Public school buildings; (10) Public school equipment; (11) Public school finance, taxation, revenues, expenditures, per capita cost of public education; (12) Free public libraries; (13) Educational meetings; (14) Official publications; (15) Minimum salary law; (16) School hygiene, sight and hearing tests, health inspection; (17) Special state support of deficient schools; (18) Age and employment certificates; (19) Educational legislation of 1920; (20) Appeals to the Commissioner of Education; (21) Industrial and vocational education; (22) Rhode Island's rank in education among the states; (23) Suggestions and recommendations for improvement. Then follow descriptions of school buildings completed and ready for use in the year reviewed, recognition of the fiftieth anniversary of the State Board of Education and the seventy-fifth of the Commissioner of Education and a series of tables giving statistical information for the year.

The report of the Commissioner, together with the report of the Board of Education and the reports of the several state educational institutions, is designed to give an annual survey of the state's entire system of education, including a record of workings, a presentation of existing conditions and an interpretation of facts with a view of practicable improvement. As in the past, it gives attention to permanent factors in public education as well as to new and special movements, both essential to sound administration.

SCHOOL POPULATION AND SCHOOL ATTENDANCE

The Rhode Island school census of January, 1920, showed a school population of 142,149 children and youth from five to eighteen years of age. The increase of the year, 3,524, was appreciably greater than the average annual increase for the five preceding years, which was 2,757, and more than three times greater than the increase of 1,136 for the year preceding. The school population of different ages is given in the census table of the state summary of school statistics, and the distribution of the school population for towns and cities is shown in the table of the school census detailed for municipalities.

In contrast with the slight gain of the preceding year in school attendance, there was an exceptional gain in the school year of 1919-1920. In 1918-1919 there was an increase of 398 in attendance from an increase of 1,136 in school population, "five to eighteen"; in 1919-1920 there was a gain of 4,252 in school enrollment while the increase in school population was 3,524. Of the total school population, "five to eighteen," numbering 142,149, there were reported 117,163 pupils attending public, parochial and private schools. The per cent of school attendance on school population was 83.1, it being higher than per cents for the preceding two years, which were 80.6 and 81.4, respectively. The ages from five to eighteen include ages of both compulsory and non-compulsory attendance. Of children from seven to fourteen years of age, more than 96 per cent are ordinarily enrolled in school, the remaining four per cent including those mentally and physically incapable of attendance or otherwise exempted from attendance.

The distribution of pupils in public, parochial and private schools has been affected by disturbed conditions in the past two or three years, while for many years before there had been maintained a steady relative distribution with slight gain in relative public school attendance. During the past year there has been a substantial gain in public school attendance with greater relative gain in attendance in other schools. Of all pupils enrolled, 80 per cent attended public schools the past year and 80.6 per cent the preceding year. Without question the shortage of school accommodations has depressed attendance in public schools the past two years. Because of part-time sessions of schools, crowded rooms and shortage of teachers, more parents have preferred to send their children to private schools.

COMPARISON OF SCHOOL POPULATION AND MEMBERSHIP

The census of school population is taken annually in January, and the facts of school attendance presented in the statistical tables accompanying the annual report are derived from school registers for the whole school year, September—June. When it is realized that both school population and school attendance are continually changing, and that the attendance of children of less than compulsory school age and of youth beyond is usually more irregular than the attendance of children whom the law requires to be in school every day and hour that schools are in session, the unsatisfactory nature of comparisons between population and attendance, ascertained as indicated, will be appreciated. For reasons of this kind, it has been deemed desirable for purposes of comparison with school population as ascertained in January to collect biennially a special report of school attendance as recorded in January. This practice was inaugurated in 1908 and has been followed since then. The data returned afford material for a comparison of school population and school attendance within the shortest period of time possible consistent with the month permitted for taking the census. The tables presented herewith* give the school census figures for 1920 and with them, for comparison, the figures returned in the biennial report of January membership, and the percentage for age groups of membership or attendance on school population. The number of pupils as given for attendance in January is the number actually enrolled in January, and not the number enrolled for the school year, as reported elsewhere. The percentage comparisons indicate the effect of compulsory legislation. For comparison with other biennial reports a condensed statement of per cent of attendance on population by ages is also given.

ATTENDANCE IN PUBLIC SCHOOLS

There is a striking contrast between the record of attendance in public schools the preceding year and the year under review. In the school year of 1918-1919 there was an increase of 1,136 in school population but a loss of 808 in school enrollment, the first instance of decrease for many years. In 1919-1920, with an annual increase of 3,524 in the school population, "five to eighteen," there has been a gain of 2,445 in school attendance. This does not fully restore the

*See page 48.

SCHOOL POPULATION AND MEMBERSHIP IN JANUARY, 1920

AGES	Population 5 to 17 Years of Age Inclusive			Membership 5 to 17 Years of Age Inclusive			Not Attending in January 5 to 17 Years of Age Inclusive			Per Cent of Membership on Population		
	Boys		Total	Boys		Total	Boys		Total	Boys		Total
	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys
5.....	6,329	6,134	12,463	2,431	2,437	4,868	3,898	3,697	7,595	39.2	39.7	39.1
6.....	6,098	6,022	12,120*	5,027	5,183	10,210	1,071	839	1,910	82.1	86.1	84.2
7.....	6,133	6,045	12,178	5,426	5,455	10,881	707	590	1,297	88.4	90.2	89.4
8.....	5,809	5,899	11,708	5,526	5,781	11,287	283	138	421	95.1	97.8	96.4
9.....	5,704	5,782	11,486	5,303	5,701	11,204	201	81	282	96.5	98.6	97.6
10.....	5,667	5,627	11,294	5,349	5,443	10,792	318	184	502	94.2	96.7	95.5
11.....	5,413	5,531	10,944	5,273	5,398	10,671	140	135	275	97.4	97.5	97.5
12.....	5,605	5,822	11,427	5,403	5,456	10,859	202	366	568	96.4	93.7	95.0
13.....	5,213	5,325	10,538	5,084	5,068	10,152	129	257	386	97.5	95.1	96.3
14.....	4,961	5,049	10,010	3,015	2,913	5,928	1,956	2,136	4,192	60.8	57.7	59.2
15.....	4,687	4,850	9,537	1,832	1,989	3,821	3,855	3,861	7,716	39.1	41.0	40.1
Totals.....	61,619	62,086	123,705	49,869	50,304	100,673	12,364	11,372	23,696	81.3	81.4	81.4
16.....	4,723	4,767	9,490	1,111	1,335	2,446	3,612	3,432	7,044	23.8	28.0	25.8
17.....	4,462	4,492	8,954	780	821	1,601	3,682	3,671	7,353	17.4	18.3	17.9
Totals.....	70,804	71,345	142,149	51,760	52,960	104,720	19,731	18,498	38,229	73.1	74.2	73.6

PER CENT OF MEMBERSHIP ON SCHOOL POPULATION

AGES	5		6	7	8	9	10	11	12	13	14	15	Average	16	17
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1908.....	39.1	78.3	86.9	86.9	91.8	94.6	93.7	98.6	91.6	91.6	58.2	32.8	77.9	.....	.....
1910.....	40.	77.6	87.9	87.9	92.6	95.1	94.6	96.7	95.6	95.3	61.6	38.3	79.6	.....	.....
1912.....	41.6	82.8	90.5	90.5	91.8	94.4	93.3	98.	95.9	95.7	63.4	39.8	80.6	.....	.....
1914.....	43.3	85.3	95.1	94.1	95.9	95.3	98.4	96.2	96.2	97.7	63.7	42.1	82.5	.....	.....
1916.....	42.8	82.7	92.4	93.4	96.3	96.2	96.7	97.3	97.3	97.1	64.7	43.0	82.4	.....	.....
1918.....	39.7	79.3	91.8	91.8	94.2	96.4	97.	98.4	94.6	97.6	60.4	40.3	80.9	.....	.....
1920.....	39.1	84.2	86.4	86.4	96.4	97.6	95.5	97.5	96.	96.3	59.2	40.1	81.4	25.8	17.9

relative attendance in public schools; we cannot expect full restoration and further advance until the shortage in school revenues, school accommodations and teachers is remedied throughout the state. There is greater satisfaction, however, in reviewing the substantial gains for the past ten years.

The summary of attendance in public schools shows gains for the year in every item. The record of average membership and average attendance shows an extension of public education and more regular attendance. The record for ten years in these particulars exhibits gratifying improvement and evidences the integrity and service of public schools.

SCHOOLS

Number of Schools.—In numbering schools the original and legal conception of a school as one having one room, one teacher and one register is retained; and each of several school units that compose a larger school organization is counted. The number of schools, including elementary and secondary, maintained the past year was 2,306, with an increase of 50 over the number of the preceding year and a gain of 467 in the past ten years. Of 2,306 public schools, 177 are reported as secondary schools composing 23 organized high schools, and 2,129 are accounted elementary schools. Of the same total number of schools, 2,179 are denominated graded schools and 127 have several grades or classes. In the past year there was a gain of 52 in the former and a decrease of two in the latter; and in the past ten years there has been an increase of 522 in the former and a decrease of 55 in the latter. The term "ungraded school" has been omitted in our classification of schools, since in our rural schools having several or all grades pupils have been generally classified or graded. Were adequate school accommodations provided everywhere, with an elimination of the excess of numbers in many schools, the number of schools would apparently be increased substantially.

Size of Schools.—As was anticipated a year ago in view of a depression in new construction and an increasing attendance, an increase in the size of schools appears in the record of the past year. There was a marked decrease in the number of schools having less than 30 pupils, there having been only 16 schools of less than 10 pupils, 177 schools of less than 20 pupils and 401 schools of less than 30 pupils. There was an increase in the number of all schools having more than 30 pupils. There were 657 schools, with a gain of 43,

having from 40 to 50 pupils, 52 schools, with a gain of 17, having from 50 to 60 pupils and 22 schools, with a gain of 4, having more than 60 pupils. In all there are 731 schools, 64 more than in the preceding year, having an excess of pupils in elementary schools. For several years attention has been directed in the reports of the Commissioner to the educational loss of individuals and the hardships of teachers on account of over-crowded schools. Improvement can come only through an earnest revival of constructing necessary school buildings. The average size of all schools for the year was 36 pupils.

Length of School Year.—There was a gain of one day in the average length of the school year over that of the preceding year. Towns and cities are required by law to maintain schools 9 months or 36 weeks, or 180 days. Ordinarily every town maintains the required minimum days of school while most maintain schools for a longer period. The average length of the school year of all schools the past year has been 9 months and 15 days or 195 days. This is a better record than was expected because of the shortage of teachers.

TEACHERS

During the past year there were 2,793 teaching positions, 52 more than the year before and 628 more than 10 years ago; and to fill these positions 2,971 different persons were employed as regular teachers, temporary substitutes not counted. Of this number 232 teachers were men, 5 less than the preceding year and 23 more than ten years ago. The number of women teachers was 10 more than the year before and 577 more than ten years ago. The number of changes in service among teachers, including transfers and resignations, was 513, showing a decrease of 59 from the corresponding number of the preceding year. Approximately 2,500 of our teachers served through the school year in the same positions. The permanency of our teaching service is also indicated by the small number of teachers beginning to teach or teaching for the first time in this state, which was 158 or 5.3 per cent of all teachers employed and 40 less than the year preceding. The average number of pupils to a teacher was 30, the same as the year before, but 2 less than ten years ago.

Teachers' Salaries.—The past year 1919-20, shows a total expenditure of \$2,984,793.30 for teachers' salaries, this amount exceeding the corresponding amount of the preceding year by

\$533,371.28. There was an increase of \$174.32 in the average annual salary of all teachers employed in the public schools of Rhode Island, following an increase of \$64.87 in 1917-18 and an increase of \$92.70 in 1918-19, and making an increase of \$331.89 in the past three years. The average annual salary of teachers has risen to \$1,068.67. In the Commissioner's report of a year ago the following observation was made: "In normal times such annual increases would have seemed phenomenal in comparison with an average annual increase of \$12 for ten years before 1918, but the increase of \$157.57, or 21 per cent in two years is small in comparison with the increase in cost of living. Even this increase is but an average, which means that some teachers have received much higher additions to their salaries, while others have received but nominal advances. In truth there is a greater diversity among teachers' salaries now than formerly. Higher economic recognition of the service of the teacher is indispensable to the maintenance of even past standards." A further increase of nearly 20 per cent in teachers' salaries the past year is a gratifying though tardy recognition of the need of higher salaries to maintain our educational service. Our satisfaction, however, is lessened by the knowledge that in some towns there has been but small increase in teachers' salaries and that today a greater inequality in salaries obtains among teachers than five years ago. One teacher receives a salary three times that of another even when both have similar qualifications as teachers.

The following schedule shows the trend of the average annual salaries of teachers for the past ten years: In 1911, \$661.99; 1912, \$669.84; 1913, \$681.40; 1914, \$702.46; 1915, \$714.37; 1916, \$721.91; 1917, \$736.78; 1918, \$801.65; 1919, \$894.35; 1920, \$1,068.67. The average annual salary of men teachers the past year was \$1,843.53 and that of women teachers was \$1,012.83.

Education of Teachers.—No element in public education is more vital than the academic and professional education of teachers as shown in their preparation for service. For many years no state has made more generous provisions for the professional preparation of teachers and no state excels Rhode Island in the scholastic and professional qualifications of public school teachers as determined by required standards for certification and service or by the average period of preparation of all teachers. In the past twenty-five years the per cent of teachers having the professional qualifications established by the State Board of Education has risen from 48.5 to 84.1

per cent. The rise in the relative number of teachers of the highest professional rank has been checked slightly in the past three years by the shortage of teachers and the necessity of employing teachers of more limited preparation. There are, however, indications of improvement and we may expect a renewal of former advance in the qualifications of teachers. The number of teachers educated in secondary schools was 449 and this number shows a decrease of 119 in ten years; but it should be remembered that nearly all of these are taking extension or summer school courses for professional improvement as a condition of continuance in service. As a matter of fact we have hardly any number of teachers without some professional preparation.

PUBLIC ELEMENTARY SCHOOLS

It has been the custom to combine in the statistical tables information relating to both elementary and secondary schools in order to present facts of the entire public school organization. Since there is no legal distinction between these classes of schools, it is still deemed best to continue the custom. The elementary schools constitute the larger part of our public school enterprise and separate information is not tabulated for them. A separate account, however, of the essential features of high schools is given. Of the 2,306 schools maintained in 1919-1920, the elementary schools numbered 2,129, and 177 school units of 23 high schools as commonly denominated were accounted secondary. Of the 93,501 pupils enrolled in public schools during the same year, 84,382 attended elementary and 9,119 attended high schools. In this accounting the 10,914 students attending public evening schools the same year are not included.

PUBLIC SECONDARY SCHOOLS

Every item in the summary relating to secondary or high schools shows an increase and indicates substantial growth and notable improvement. As commonly denominated, the number of high schools was 23 with an average enrollment of 395 for each. Twenty towns and cities maintain high schools and nineteen furnish secondary education at public expense in high schools of other towns or in private and parochial academies. The number enrolled in our high schools was 9,119, 363 more than the year preceding. Adding to this number 149, the number of pupils attending academies or

high schools in other states at the expense of their towns, gives 9,268, the number of pupils receiving public secondary instruction. This number does not include the number of pupils attending private secondary schools at their own expense. An item of significance is the increase of 164 in the number of graduates as compared with an average annual increase of 47.8 for the past ten years.

Two towns, Hopkinton and Little Compton, maintain high schools for part of the course and send their pupils to other secondary schools for the completion of their course. The following schedule shows the number by towns of students attending secondary schools not maintained by their towns, the towns paying tuitions: Charlestown, 11; Coventry, 54; East Greenwich, 49; Exeter, 6; Foster, 14; Glocester, 23; Hopkinton, 13; Jamestown, 26; Johnston, 40; Lincoln, 70; Little Compton, 4; Middletown, 43; Narragansett, 27; North Providence, 60; North Smithfield, 52; Portsmouth, 19; Richmond, 12; Scituate, 32; Smithfield, 29; Tiverton, 40; Warwick, 307; total, 931. Of these 931 secondary students, 782 were enrolled in public high schools in this state, 48 attended public high schools in neighboring states, and 101 were registered in private secondary schools in Rhode Island.

PUBLIC "KINDERGARTEN" OR PRE-ELEMENTARY SCHOOLS

The number of young children attending public pre-primary schools in 1919-1920 is accounted in the total number attending public schools and is given with other information in the following schedule:

Town	Number of Schools	Teachers	Enrollment
Cranston.....	6	7	475
Narragansett.....	1	1	16
Newport.....	5	5	234
Pawtucket.....	14	17	592
Providence.....	43	59	3,326
South Kingstown.....	1	1	38
Tiverton.....	1	1	62
Warwick.....	1	1	68
West Warwick.....	2	2	108
R. I. College of Education.....	1	2	90
	75	96	5,009

PUBLIC EVENING SCHOOLS

In contrast with the report of losses made a year ago, the record for the year under review shows unprecedented gains. The number of schools had increased 14 and risen to 76, the enrollment of students numbered 10,914, including a gain of 3,890 or 55 per cent, and expenditures showed an increase of \$28,495.72. The gain anticipated a year ago because of the "Americanization Act" has been more than fulfilled. The improvement not only evidences the success of efforts for Americanization but shows a restoration of normal conditions in the general work of evening schools. The number of teachers employed was 472, with an increase of 162 over that of the preceding year. The number of male teachers was 131, it being 38 more than the year preceding, but 34 less than the number ten years ago. The items of the summary as a whole evidence the integrity of public evening schools as an important feature of the state's general plan of public education.

- It is pertinent to recall that the state's first annual appropriation for evening school instruction, made in 1872, followed a disclosure of an unusual increase in adult illiteracy, and was intended to promote evening schools as a remedy for this undesirable condition. The Americanization Act and the appropriation to assist towns in maintaining special Americanization classes were for the same purpose. The renewed interest in measures to reduce adult illiteracy does not indicate, however, an abandonment of the movement to extend evening school instruction and to afford in evening schools opportunities for vocational and advanced academic education. Instead, it is anticipated that there will be further extension, and that evening schools for youth who have entered upon day-time employment, for industrial workers who seek advancement through vocational instruction supplementary to the daily occupation or through instruction fitting for new occupations, and for others who seek cultural improvement will continue to be an important part of public provision for education. The following table shows comparative attendance for three years, and town and state expenditures for 1920:

	—Enrollment—			Amount expended 1920	Support by State, 1920
	1918	1919	1920		
Barrington.....	....	83	102	\$834.52	\$463.42
Bristol.....	256	391	343	1,703.78	1,160.44
Burrillville.....	131	138	176	971.19	370.00
Central Falls.....	755	552	1,012	5,679.67	1,634.06
Coventry.....	47	....	65	384.00	208.94
Cranston.....	88	35	238	1,736.82	646.92
Cumberland.....	148	123	112	829.28	408.64
East Providence.....	66	33	204	1,690.70	687.64
Johnston.....	21	30	78	652.50	326.25
Lincoln.....	103	45	132	533.51	323.76
Newport.....	388	281	338	2,321.85	630.82
North Providence.....	13	8	9	140.00	70.00
Pawtucket.....	1,621	1,140	1,308	8,534.03	1,581.90
Providence.....	4,093	3,327	4,704	38,691.92	2,357.76
Smithfield.....	65	39	50	282.90	133.58
Warren.....	145	50	71	921.66	460.83
Warwick.....	....	....	81	1,464.71	889.32
Westerly.....	132	137	117	1,304.12	530.42
West Warwick.....	346	44	407	4,332.89	1,692.68
Woonsocket.....	808	568	1,367	10,023.56	1,945.24
	9,226	7,024	10,914	\$83,033.61	\$16,522.62

Of the state appropriation, \$5,674.18 was apportioned on per capita enrollment and attendance in Americanization classes as follows: Barrington, \$46.16; Bristol, \$560.44; Central Falls, \$634.06; Coventry, \$16.94; Cranston, \$46.92; Cumberland, \$51.64; East Providence, \$187.64; Lincoln, \$57.00; Newport, \$30.82; Pawtucket, \$581.90; Providence, \$1,357.76; Smithfield, \$9.58; Warwick, \$389.32; Westerly, \$66.08; West Warwick, \$692.68; Woonsocket, \$945.24. Americanization classes numbered 107, with an aggregate attendance of 72,553 and the number of students of English and citizenship enrolled therein was 2,642, of whom 914 were between sixteen and twenty-one years of age and therefore required to attend classes because of inability to speak and write the English language.

PUBLIC SCHOOL BUILDINGS

The number of schoolhouses in use in 1920 was 507, two less than in 1919 and 25 less than ten years ago. The number of seats reported, 98,147, was 1,696 less than the number reported the year before. These facts do not indicate an actual decrease in school accommodations. There are buildings not in use for several reasons, such as newer and larger buildings taking the place of older and smaller buildings and the union of schools with closing of schools and transportation of pupils. It is noted that there are 13,176 more seats than ten years ago.

Previous to 1917 there had been a long period notable for construction of new school buildings, expenditures for buildings opened that year aggregating nearly a million dollars. Since then there has been a low depression in new construction and the past year shows but moderate, though significant, rise in the expenditure of \$388,416.97, including an increase of \$96,540.44. Because of delay in needed construction, evidence is apparent of serious inconvenience, impairment of school instruction and growing lack of school accommodations. Doubtless we may soon expect a revival of building from necessity alone.

New buildings were erected and equipped ready for use in 1919-20 as follows:

Town and Name of School Building		Number of Rooms	Number of Seats
Barrington	Maple Avenue	4	152
Warren	Windmill Hill	2	90
		<hr/> 6	<hr/> 242

The estimated value of school property as reported for the past year was \$12,753,738. This sum appears to be based on pre-war estimates and does not reflect present costs. Also for a complete estimate of the total value of sites, buildings and equipment devoted to public education three or four millions should be added to the sum named as the value of state educational institutions.

PUBLIC SCHOOL EQUIPMENT

Amounts expended in the year for textbooks, supplies and other school equipment are shown in the statistical table of expenditures. There was expended for textbooks and supplies the sum of \$120,033.02, which was \$24,087.62 more than was expended for the same

purpose the year before. For school libraries and apparatus the sum of \$29,447.50 was expended, being slightly less than for the preceding year.

There has been for many years an annual state appropriation apportioned among towns and cities for the maintenance of school libraries of reference and supplementary books and for insuring adequate school appliances. School equipment for which the state appropriation has been applied the past five years is indicated in the following schedule:

	1916	1917	1918	1919	1920
Atlases.....	5	1	1	23	171
Charts (sets).....	4	1	17	22	6
Charts (Bird, color, history, hygrometer, music, number, physical, physiology, reading, thermometer, writing).....	116	1	....	17	16
Cyclopedias (sets).....	1	5	3	4	....
Cyclopedias, Young Folks'.....	....	1	....	4	....
Dictionaries, Century, International, Standard, Unabridged, Imperial.....	23	29	71	27	17
Dictionaries, Academic, Collegiate.....	96	625	381	957	1,027
Dictionaries, Latin, French, German, Italian.....	3	2	42	127	17
Gazetteers.....	218	....	42	....	....
Globes.....	24	98	88	22	80
Maps, sets.....	8	19	3	6	2
Maps, United States.....	11	36	12	44	3,541
Maps, Rhode Island.....	....	1	10	1	3
Maps, miscellaneous.....	82	90	121	1,441	31
Organs, pianos, drums, phonographs, victrolas...	25	16	27	13	6
Supplementary reading (vols.).....	9,491	8,068	9,896	10,305	8,852
Books of reference.....	1,831	1,179	2,143	1,542	3,355
Pedagogical books.....	297	60	102	147	163
Song books.....	969	425	2,355	5,628	3,910
Rhode Island State Flags...	....	....	....	1	....

Primary Material.—Number, sentence, table and word builders; peg and peg boards; colored crayons; sets of weights and measures; clay; forms and solids; dissected maps; developing maps; games; kindergarten material.

Miscellaneous.—Chemical, cooking, drawing, electrical, manual training, musical, physical, photographic supplies; numeral frames; sewing apparatus; pencil sharpeners; pitch pipes; pictures and casts; stereopticon slides; typewriters; duplicators; dictionary, chart and map holders; stereoscopes; stereographs; balopticons; nursing and military training material; looms.

PUBLIC SCHOOL FINANCES

Taxation.—The chief source of public school revenues is the municipal appropriations of tax revenues for school purposes. The average amount on every one hundred dollars of assessed valuation appropriated for public schools in the state was $52\frac{3}{4}$ cents, which may be regarded as the average local tax rate for schools. There was an increase of $8\frac{1}{4}$ cents above the rate of the preceding year. The average amount appropriated per capita of the school population was \$36.19, being \$6.75 more than the amount for the year preceding. The amounts received from poll taxes and dog taxes showed appreciable gains.

Receipts.—The total receipts from all sources for the support of public schools in the state in the school year of 1919-1920 amounted to \$5,134,916.18, including an increase for the year of \$950,774.89. There was a gain of \$907,644.41 from municipal appropriations alone. The substantial gain of the past year is in contrast with an actual, though small, decrease in total school revenues of the preceding year. Such response to school needs gives assurance of the security of public education and promise of adequate support.

Expenditures.—In the total expenditures for the year of \$4,596,214.30 for the support of public schools, there was an increase of \$765,450.71. Expenditures for the year were nearly twice as much as ten years ago. The increase of the past year was in place of a decrease of \$72,416.39 the preceding year. With one exception, there was an increase in every item in the summary of expenditures, the most significant being an increase of \$533,371.28, or 21.7 per cent, for teachers' salaries and an increase of \$33,950.41, or 22 per cent, for supervision.

Per Capita Current Cost of Public School Education.—From the foregoing statement of an extraordinary increase in expenditures and the fact of a little more than the normal increase in school population, a marked increase in per capita cost of instruction must follow. Reckoned on the school population, there was an increase in per capita cost of 19 per cent for teachers' salaries, 19 per cent for supervision, 22.7 per cent for books and supplies, 5.4 per cent for other expenses, or 16.3 per cent for all expenses. The summary of statistical tables gives an analysis of expenditures showing the per capita cost of (1) teachers' salaries, (2) supervision, (3) books and supplies, and (4) miscellaneous expenses, each relative to (a) school population, (b) school enrollment, (c) average membership, and (d) average attendance. The following table shows the per capita cost of school education, based on school enrollment, for the past five years:

Cost of School Education of Each Pupil Enrolled

Expended for	1916	1917	1918	1919	1920
Instruction	\$20.67	\$21.66	\$23.51	\$26.92	\$31.92
Supervision	1.35	1.45	1.58	1.69	2.01
Books and supplies . . .	1.34	1.37	1.42	1.06	1.28
Other expenses	5.38	6.08	6.70	8.19	8.51
Totals	\$28.78	\$30.56	\$33.21	\$37.86	\$43.72

Similar tables might be made based on school population, which would show lower per capita cost, and on average membership or average attendance, which would show higher per capita cost; but such tables would show a similar trend of increasing costs in recent years.

FREE PUBLIC LIBRARIES

Following the summary of statistical information for the state relating to public schools is a general summary of information relating to free public libraries. Following the school statistics by towns appears in its usual place statistical information relating to individual libraries.

The number of public libraries is the same as the preceding year but six more than ten years ago. The state appropriation for the purchase of approved books for the year was \$10,000, as the year before, but has increased some \$1,500 in ten years.

An increase of 18,620 volumes was reported the past year and the total number of books in the 63 libraries has risen to 692,490. The circulation or total number of loans was 1,266,527, of which 160,329 was an increase over the circulation of the preceding year. The record of the year is much better than that of the year before, when there was a decrease in the circulation of every class of books except history and in total circulation. In the past year there have been additions in all classes of books except in geography and travel; and gains in circulation in all classes except in history, geography and travel, and miscellaneous.

As in former reports, attention is directed to the need of improving the service of the smaller libraries whose means are too limited to insure their being open to the public sufficient time and to provide for adequate library service. It is believed that a state appropriation for library service is needed as much as the state appropriation for the purchase of books, and probably more. Efficiency of service in school counts for more than books and the same may be true, though perhaps in less degree, in libraries. Certainly good library service costs more than the purchase of new books.

EDUCATIONAL MEETINGS

For many years the General Assembly has made an annual appropriation to defray the expenses of teachers' institutes held under the direction of the Commissioner. This type of teachers' meetings was almost the only one in vogue many years ago, but now teachers attend scores of meetings held by local organizations for various purposes and there is less need of the old-time state institute. Besides, teachers have the opportunity to attend and hundreds do attend summer schools and pursue extension courses maintained by the state. Nevertheless, there is still opportunity to promote educational interests by providing meetings authorized as teachers' institutes. During the past year such meetings have been held for teachers in Pawtucket, New Shoreham, Charlestown, Richmond and Hopkinton, and seven such meetings have been held in Providence as a center for other towns and cities. The Commissioner has attended many other meetings and conferences for the promotion of local or general educational interests.

PUBLICATIONS

During the past year educational publications have been issued under the general title of "Rhode Island Education Circulars" as follows:

Grand Army Flag Day Annual, No. 19, 32 pages, 70,000 copies.

Rhode Island Independence Day Annual, No. 12, 32 pages, 70,000 copies.

Arbor Day Annual, No. 29, 32 pages, 70,000 copies.

Laws of Rhode Island Relating to Public Education, Supplement XI, 14 pages, 1,200 copies.

Circular of Information on Examination and Certification of Teachers, 4 pages, 1,300 copies.

Program for School Observance of Constitution Day, September 17, 8 pages, 5,000 copies.

Program for School Observance of Columbus Day, 4 pages, 5,000 copies.

State Board of Education, 1870-1920. Commissioner of Education, 1845-1920. Commemoration of Public Education in Recognition of the Fiftieth Anniversary of the Creation of the State Board of Education and of the Seventy-fifth Anniversary of the Appointment of the Commissioner of Education, including historical sketches and biographies. Illustrated with 73 portraits, 24 pages, 3,000 copies. By Charles Carroll, LL. B., A. M., Ph. D.

Educational Literature of special value to Teachers and Supervisors, 1920, compiled by Grace E. Bird, Ph. D., 4 pages, 3,000 copies.

MINIMUM SALARY LAW

The first minimum salary law in Rhode Island was enacted in 1909 and provision was made for the state to pay one-half of the increase in salaries required by the law. Towns still receive annually apportionments made for such purpose. Amounts paid to towns for 1920 were as follows: Burrillville, \$76.50; Central Falls, \$41.20; Charlestown, \$338.98; Coventry, \$864.00; East Greenwich, \$86.00; Exeter, \$675.69; Foster, \$664.57; Glocester, \$440.00; Hopkinton, \$288.44; Johnston, \$78.50; Little Compton, \$153.86; Middletown, \$10.00; New Shoreham, \$100.00; North Kingstown, \$252.00; North Providence, \$244.90; North Smithfield, \$315.80; Richmond, \$454.50; Scituate, \$447.11; Smithfield, \$167.70; South

Kingstown, \$194.88; Tiverton, \$417.03; total, \$6,311.66. The great increase in teachers' salaries in the past eleven years and an average salary of more than a thousand dollars seem to suggest that the minimum salary be fixed at a much higher sum than \$500 and that the state appropriation for teachers' salaries be made large enough to justify a reasonable requirement as a minimum.

SCHOOL HYGIENE

It is not practicable, and probably not possible, to measure statistically all the gains for public health that have been achieved and that continue to be made because of health instruction and medical inspection in the public schools. In this respect school hygiene differs little from other factors in public education. School attendance and enrollment, for instance, may be measured accurately, but no one has ever ventured to calculate the results of school attendance in citizenship. Hours of instruction in health, hygiene and sanitation may be measured, but who can estimate the effect of such instruction upon the lives of the pupils receiving it, and upon other lives, particularly the lives of members of the immediate families of the pupils? Just as the public school has become a most significant agency for combatting illiteracy even among persons who never attend upon public instruction, so also school hygiene has far-reaching and incalculable effects upon the health of the people generally. The provisions for health education in Rhode Island schools are written in several statutes, and require, support or encourage measures for improvement of the public health along eight different lines: (1) Annual examination of eyes and ears for defective vision and hearing, (2) approval of standards of heating, lighting, seating, ventilating and other sanitary arrangements of schools, (3) vaccination against smallpox, (4) instruction in physiology and hygiene, (5) physical education for all school children over eight years of age, (6) dental inspection and dental clinics, (7) physical examination by physicians, at the expense of the state, of school children seeking release from school for employment and (8) health inspection of schools, with state support.

Following is a summary of reports received on the examination of eyes and ears for the past nine years:

Sight and Hearing Tests

	Schools Reported	Pupils Enrolled	Pupils Examined	Defective Vision	Diseased Eyes	Defective Hearing	Diseased Ears	Parents Notified
1912	1874	62,058	57,128	10,013	703	5,332	743	11,188
1913	1875	65,184	59,560	9,320	816	4,833	690	7,044
1914	1954	68,847	61,026	8,982	539	5,243	727	8,276
1915	1951	72,474	66,321	8,030	399	3,292	486	7,659
1916	1960	73,143	67,007	9,086	430	4,020	553	6,925
1917	1980	70,021	63,636	7,991	333	3,233	517	6,465
1918	1995	76,169	67,472	7,870	307	3,239	549	6,664
1919	2029	72,660	64,963	7,711	275	2,426	451	5,393
1920	2030	77,533	70,001	7,498	276	2,358	352	5,943

It is significant that, in spite of a large increase in the number of children examined, there is still, after nine years, a decrease in the number of cases of defective vision, defective hearing and diseased ears. Quantitative decrease along these lines may not be expected to continue, although gains relative to the number of children examined may be expected, largely because of the fact that inspection and report have undoubtedly stimulated action by parents to remedy defects as found. The educational influence of carefully conducted annual sight and hearing tests is apparent from the table.

Health Inspection

During the past year two towns, East Greenwich and Lincoln, have introduced medical or health inspection in schools, making 26 of 39 that now undertake this significant function of the modern school. Of 93,501 different pupils reported as enrolled in public schools in 1919-1920, 87,980, or 94 per cent, were enrolled in the public schools of the 26 towns that made provision for medical inspection. Under the statute medical inspection may be provided for children enrolled in private as well as public schools, and in several towns this is done. Of all the children reported as attending school, both public and private, 89 per cent were enrolled in schools that were visited and inspected by physicians under the direction of school committees. There were substantial gains for medical inspection during the year, as indicated by an increase of support by the state, of expenditures by towns, of the numbers of towns providing medical inspection, of schools visited, of pupils enrolled in these schools, of

pupils examined and of visits made by physicians. The following table summarizes facts of medical inspection reported by the several towns:

	No. Schools Visited	Pupils Enrolled	Number Visits	Pupils Examined	Amount Expended	State Support
Barrington.....	15	733	112	561	\$500.00	\$250.00
Bristol.....	41	2,063	41	2,063	673.25	250.00
Central Falls.....	54	2,195	194	1,821	925.24	250.00
Coventry.....	25	780	46	780	500.00	250.00
Cranston.....	119	4,295	230	4,295	800.00	250.00
Cumberland.....	36	1,185	179	1,160	400.00	200.00
*East Greenwich..	18	490	50	490	500.00	250.00
East Providence...	85	3,364	161	3,364	900.00	250.00
Hopkinton.....	16	350	16	350	250.00	125.00
Jamestown.....	8	311	120	311	300.00	150.00
Johnston.....	30	1,435	107	682	500.00	250.00
*Lincoln.....	33	1,202	304	1,200	500.00	250.00
Middletown.....	6	215	3	100	8.00	4.00
Narragansett.....	6	181	63	181	300.00	150.00
Newport.....	134	5,649	156	5,534	2,200.00	250.00
North Providence..	32	1,350	265	1,200	500.00	250.00
North Smithfield..	15	574	75	491	250.00	125.00
Pawtucket.....	210	9,484	350	1,500	1,000.00	250.00
Providence.....	837	44,010	770	44,010	16,416.80	250.00
Smithfield.....	16	643	115	342	500.00	250.00
South Kingstown..	27	1,007	162	1,005	500.00	250.00
Warren.....	26	1,229	160	622	814.67	250.00
Warwick.....	72	2,390	94	2,363	750.00	250.00
Westerly.....	47	2,021	672	2,021	750.00	250.00
West Warwick....	45	2,190	72	1,230	650.00	250.00
Woonsocket.....	120	4,802	956	5,131	2,460.50	250.00
	2,073	94,148	5,473	82,367	\$33,848.46	\$5,754.00

*New.

In the past year there were employed in the twenty-six towns reporting medical inspection a total of 104 persons whose service in the schools was devoted to health and medical inspection, classified as follows: 54 physicians, 1 psychiatrist, 17 dental inspectors, 6 eye and ear specialists, 25 nurses, 1 superintendent of medical inspection. Seventeen towns reported sanitary examinations of buildings, and

four towns required examination of teachers and janitors, as well as of school children.

SPECIAL STATE SUPPORT FOR DEFICIENT SCHOOLS

The annual appropriation "for the purpose of aiding the schools in such of the towns whose taxable property is not adequate at the average rate of taxation throughout the state to provide schools of a high standard" was apportioned in the school year of 1919-1920 for projects substantially similar to those that have been approved in earlier years. The amounts apportioned and paid from this appropriation to the several towns were as follows: Charlestown, \$221.75; Cumberland, \$350.00; Foster, \$409.00; Glocester, \$724.00; Hopkinton, \$150.00; Johnston, \$500.00; Lincoln, \$487.00; Little Compton, \$444.08; North Providence, \$400.00; North Smithfield, \$450.00; Scituate, \$50.00; Smithfield, \$355.50; Tiverton, \$107.50; West Greenwich, \$350.

The use of these sums, expended almost exclusively for one-room rural schools, was as follows: \$350 for teachers' salaries for 4 schools in 1 town; \$172.59 for wiring and equipment for 1 school in 1 town; \$50 for transportation of pupils in 1 town; \$2,406.35 for 247 pupils' desks in 10 schools in 7 towns; \$80.50 for 2 teachers' desks in 2 towns; \$595.52 for 237 chairs in 5 schools in 4 towns; \$98.50 for 5 tables in 3 schools in 3 towns; \$588.71 for blackboards in 8 schools in 6 towns; \$22.28 for 144 textbooks in 8 schools in 1 town; \$55.46 for 81 supplementary reading books in 17 schools in 2 towns; \$50 for 120 song books in 10 schools in 2 towns; \$25.25 for 26 window shades for 4 schools in 1 town; \$8 for 1 clock in 1 town; \$415 for 3 Smith heaters and ventilators in 3 schools in 3 towns; \$22.70 for 5 storm proof flags in 5 schools in 1 town; \$24.50 for 1 sanitary wash tank in 1 school in 1 town; \$36 for 3 wash bowls in 1 school in 1 town; \$91.30 for castings for pupils' desks in 1 school in 1 town; \$43.18 for lumber to build desks and chairs in 1 school in 1 town; \$444.08 for a transportation automobile for 1 town; \$300 for a school wagon for 1 town.

AGE AND EMPLOYMENT CERTIFICATES

The number of children, fourteen to sixteen years of age, examined for the purpose of determining physical fitness for employment was approximately the same in 1920 as in 1919, both years showing a

decrease of 1,000 when compared with 1918, when an unusually large total was obtained. The variations may be read as a general indication of a return to normal conditions after the unprecedented demand for child labor in war time.

The effect of a new policy of entrusting to agents of school committees the collection of evidence to establish age in instances in which no one of the three specific records named in the statutes, birth certificate, baptismal record or passport, may be produced, indicated in the number of applications for approval of other evidence in 1919, is further shown in the statistics for 1920, which reveal a reduction of nearly 70 per cent as compared with 1918. The statistics for this division of service follow:

	Applications	Approved	Disapproved	Per Cent Approved
1910-1911	60	53	7	88.3
1912	173	110	63	63.6
1913	225	153	72	68.0
1914	187	131	56	70.0
1915	205	176	29	85.8
1916	325	254	71	78.0
1917	335	274	61	81.8
1918	398	341	57	85.7
1919	165	137	28	83.0
1920	122	116	6	95.0
	<hr/> 2,195	<hr/> 1,745	<hr/> 450	<hr/> 79.9

Still another effect of the change of policy is indicated in the large percentage of approvals, which was 95 in 1920, contrasted with a general average of 80 per cent for ten years. The reasons are that fewer applications are directed to the state office, because issuing officers counsel no action in instances in which evidence is clearly insufficient, and that only cases likely to be approved are referred. Presuming that the general average for ten years of 219 applications had been forwarded to the state office, and that only 116 applications were approved, as in 1920, the percentage of approvals would be 53, both less than the general average and less than the lowest year for ten years. As a matter of fact the number of approvals, 116, is smaller than for any complete year except 1912. The new practice appears, therefore, to be working satisfactorily.

EDUCATIONAL LEGISLATION OF 1920

Perhaps the most significant educational measure enacted by the General Assembly of 1920 is an act that changed the name of Rhode Island Normal School to Rhode Island College of Education, established the Board of Trustees as a body politic and corporate with all the powers necessary for the continuance and maintenance of the institution as a college, and conferred upon the corporation the power to grant collegiate degrees. In this forward movement Rhode Island leads New England, although in western states the policy of establishing teacher training schools as colleges was inaugurated some years ago. The change was requested by the Board of Trustees as one feature of a plan for progressive development of more extensive facilities for preparing teachers for public schools. Advantage is anticipated immediately in an increased enrollment of students attracted by the opportunity to obtain, while preparing for service as teachers, collegiate training and collegiate recognition; and, while it is not the purpose of the Trustees to abandon the present normal course of two and one-half years until such time as in reasonable development it seems feasible and desirable, further advantage is anticipated ultimately in a standard of four years of professional training for teaching beyond graduation from high school. The General Assembly also authorized an increase from twenty-five to forty dollars per quarter of the amount that may be paid as mileage to students attending the College of Education. The increase was granted as recognition of the greatly increased expense of traveling, and continues the policy inaugurated fifty years ago of paying an allowance for mileage as a means of equalizing for all parts of the state the service that the college may render.

After seventy-five years of service under the title of Commissioner of Public Schools the state's chief educational executive officer is hereafter to be known as Commissioner of Education. This change in title was warranted some years ago because of the broadening functions and responsibilities entrusted to the Commissioner. From being an officer whose principal duties were related primarily to the public elementary schools, the Commissioner has been given from time to time extensive and significant responsibility for other divisions of public and private education. The change is entirely consistent with the development of the office, and was made in the year of an important anniversary of its creation.

Since 1878 an annual school census has been taken, as the basis for apportioning state appropriations for the support of town public schools, and also for the purpose of obtaining first-hand information of the numbers and names of children of school age. The law has required an enumeration of children five to fifteen years of age, but for some years the census has been taken for ages five to seventeen years by agreement. Hereafter the census will cover children and youth from four to twenty-one years of age. The extension upward seemed desirable in view of the state's policy of compulsory education for illiterate youth between sixteen and twenty-one years of age indicated in the enactment in 1919 of the Americanization law. The new census law also requires more extensive information than the old concerning those who are enumerated. Name, age, sex, school attendance and grade, literacy, physical and mental condition, parents' or guardian's name and residence, all must be recorded and reported. It is anticipated that valuable information will be obtained from the new census immediately, but that the more perfect statistics to be obtained in years to come, as was the experience with the older census, will indicate even more clearly educational progress and definite needs for educational measures, some to take the form of new legislation.

The annual appropriation for state free scholarships at Rhode Island College of Pharmacy and Allied Sciences was increased from \$1,000 to \$2,000, the change permitting doubling the number of scholarships to be awarded. The annual appropriation for scholarships at Rhode Island School of Design was also increased by \$2,000. The annual appropriation for educational publications and the promotion of public education was increased to \$1,500. Other measures increasing annual appropriations affect traveling libraries and the education of the adult blind in their homes; these permit desirable increases in salaries, and additional expenditures for traveling expenses, the latter made necessary by changes in economic conditions. In recognition also of the prevailing high costs of all sorts of commodities, the Board of Education has been authorized to increase from twenty to forty dollars the amount that may be expended annually for the clothing of a blind child ward of the state. The annual appropriation for industrial education is made available annually for a fiscal year extending from July 1 to the following June 30, thus corresponding with the federal fiscal year, and making more simple and convenient the joint administration of state and federal appro-

priations. The General Assembly also increased the annual salary of the Commissioner of Education by \$1,000.

Experience in the administration of the Americanization act in 1919 indicated want of initiative in enforcing its mandatory provisions. With one or two exceptions, there appeared to be little inclination to enforce compulsory attendance in towns and cities that established evening schools in compliance with requirements. To insure enforcement the General Assembly has designated the truant officer regularly employed by the school committee to enforce day school attendance to perform a similar service for Americanization evening schools, and it is anticipated that the amendment will prove effective and advantageous. A further amendment to the Americanization law requires superintendents of schools to report in writing to the State Board of Education before October first annually the number, location and hours of session of Americanization classes. The statistical returns from the new school census should have a further effect as they indicate the number of illiterates for whom a town is responsible.

At the suggestion of the State Board of Education a special commission to survey school finance and administration has been appointed by the General Assembly, to consist of the chairman of the Committee on Finance of the Senate, the chairman of the Committee on Finance of the House of Representatives, the chairman of the Board of Tax Commissioners, the chairman of the Public Utilities Commission, and the Commissioner of Education. The commission is directed "to make a comprehensive study of school finance and management both state and municipal, and to suggest practicable improvements in law and practice for securing adequate economic support and efficient administration of public education in Rhode Island, and to report these to the General Assembly in January, 1921, with its recommendation for legislative action."

For Rhode Island State College a special additional appropriation of \$35,000 for support and maintenance was made, as well as an additional appropriation of \$45,000 for the construction of a new building already authorized.

In these acts the General Assembly has effectively and generously exercised its function as a state school committee.

APPEALS TO THE COMMISSIONER OF EDUCATION

Under the Barnard school law of 1845 the Commissioner was authorized and empowered to hear and decide appeals from action taken by school committees. The appellate jurisdiction thus created has been continued in subsequent legislation, and has become a most significant factor in school administration, particularly as it tends to establish uniform practice in the interpretation of school laws, and to define the relations of the state division of public education service with town and city official school organizations. During the year two appeals were decided.

The first appeal involved a question as to the adequacy of transportation provided by a school committee, which had, with the approval of the Commissioner, closed a school tentatively because of the small number of pupils enrolled and had made an arrangement to carry the children in the attendance district to another schoolhouse. The appellant, parent of children enrolled in the school that had been closed, refused to permit his children to participate in the arrangement for transportation, carried them to another school and, without trial, complained that the transportation was insufficient, substantially because it did not carry his children from the door of the home to the door of the school. Extracts from the decision of the Commissioner are printed below to indicate the general principles on which was based a decision in favor of the school committee on the ground that "*arrangements for transportation must be reasonable in view of the circumstances:*"

"A consideration of this case involves not merely the simple statutory provision relating to transportation of pupils, but also the relation of transportation to general administration of public schools. The law in question aims to promote efficient management of public schools, and any rights it may indirectly confer on school patrons are relative and conditional.

"The compulsory attendance law, enacted before the transportation law, requires that every child of compulsory attendance age shall attend school, and holds the parent responsible for the regular attendance of the child. Because of residence remote from school, such requirement worked hardship in some instances and made the regular attendance at school of some children without transportation impracticable.

"The law providing for transportation of pupils was enacted to insure regularity of school attendance in such exceptional cases, to lessen the disadvantage of residence remote from school and to

promote an equalization of school advantages. It is to be observed that the responsibility of the parent for the school attendance of his child has not been taken away by the law, but that an added provision has been made to insure regular attendance by charging the school committee with the duty of providing transportation when necessary to make regular attendance practicable. It is also to be observed that, while primary responsibility rests with the parent, the responsibility of the school committee is secondary and limited.

"The conditional duty of providing transportation assigned by law to the school committee is involved in the general duties of the committee to administer school education in the interests of the public and provide instruction for all the children within its jurisdiction. In carrying into effect the permissive or mandatory provision of law, the school committee is to exercise the same discretion in transportation as in other matters. Efficiency of school administration is often limited by lack of means, unfavorable circumstances and other difficulties; and the problem of transportation is perplexing because of scattered homes, bad roads and the cost. The committee, however, under the limitation of conditions, must make the best possible arrangements that the circumstances allow.

"To assume that the law requiring school attendance and the law providing for transportation completely transfer responsibility for regular attendance from parents and guardians to school officers is contrary to law and subversive of the interests of both home and school. The law that requires the school attendance of his child requires the parent to effect that attendance. The law, however, provides for schools convenient to homes, and provides for transportation only in the exceptional cases of homes remote from schools, and avoids placing unreasonable responsibility or excessive hardship on the parent. The law invokes transportation, as an added means, to make regular attendance practicable. In other words, the law establishes as a general rule the legal responsibility of parents for attendance of their children at school, and, in addition, the joint responsibility of parents and school committees for the school attendance of children who reside so far from school as to make their attendance impracticable unless transportation is furnished by the school committee.

"In accord with the legal responsibility of each it is clear that most satisfactory arrangements for transportation can be made with the coöperation of the parent and school committee. The law implies such coöperation, and the interests of home and school and state require it. The parent should not expect to be relieved from his responsibility, and the committee should be ready to do its part to make regular attendance at school practicable. In a case of the transportation of a pupil it is a mistake for the parent to claim that the school conveyance must take the pupil from his home. However desirable this may be, it is neither required by law nor always carried out in practice. Arrangements for transportation must be reason-

able in view of the circumstances. It has been held that when transportation is to be provided it need not be from the door of the home to the door of the school, but for such part of the distance as to reduce the distance to be traveled on foot to a reasonable distance. It is also held that distance is not the only factor in determining the necessity of transportation, and that other factors must be considered, including the age, sex and physical condition of children, the quality of the road and the nature of the territory through which it passes, the season of the year and climatic conditions."

Applying these principles to the facts, the Commissioner found (1) that the school committee acted within its legal powers and exercised proper discretion in closing the school, and that the arrangement for transportation seemed the most practicable solution of the problem confronting the committee; (2) that the committee arrangement for transportation was tentative and subject to such modification as seemed desirable; (3) that the committee arrangement should have had a fair trial, which was not permitted because the appellant himself transported his children to another school. "His apparent misunderstanding of his rights and duties in the matter seems to have led him to assume an uncompromising attitude, which increased the difficulties of the school committee and stood in the way of a more satisfactory arrangement following a trial of the arrangement already made. He brings his appeal on the ground that the school committee has not done its duty, when he has failed to do his own part. He has not given due recognition to the joint responsibility of himself and the school committee and to the rights of the committee."

The second appeal involved the relative rights of a school committee and a teacher whom the committee dismissed within the period of a school year. The decision holds that *a teacher may not be required to show cause why he shall not be dismissed*, but that the burden of presenting charges and evidence rests on the school committee. It also indicates general principles establishing the status of teacher and committee:

"It is to be observed that the school committee is charged with large responsibilities in the management of public schools, that it is given extensive powers to insure effective administration, and that it may exercise wide discretion in the discharge of its duties within the limitations of law. It employs teachers, fixes their salaries and terms of engagement, may transfer them from school to school if not engaged for a particular school, makes rules and regulations to govern

their service, and for just cause may even discharge them during their term of engagement. The teacher also is charged with responsibility and given discretionary powers, which are recognized in law as attributes or rights of his official position, and in the proper exercise of his powers and duties he has the support and protection of law. The relation of school committee and teacher is not simply that of private employer and employee. The teacher is engaged by the school committee to perform a public function or service defined in law, and he is to perform that service under the general direction of the school committee. As public servants both are to perform their several duties in subordination to law and with due regard for public interests.

"The question at issue is not whether the school committee, in the dismissal of the appellant, acted in good faith and discretion for the best interests of the school, but whether they exceeded their legal powers. . . . The statute under which the appellant seeks protection and makes his appeal is as follows: 'The school committee of any town may, on reasonable notice and on hearing of such teacher, dismiss any teacher for refusal to conform to the regulations made by them, or for other just cause.'

"The reasonableness of the notice is not questioned, but the hearing before the school committee was irregular and was not conducted in a way reasonably to safeguard the right of the appellant. No definite charges of misconduct, though he asked for them in writing, were presented for him to answer, and no evidence in support of them was offered for him to refute. He was simply given the opportunity to give reasons why he should not be dismissed, and could only deny in general terms any act or intention to act not in accord with his engagement as teacher. . . . In asking for the resignation . . . the school committee had acted within its rightful powers. It had also acted properly in giving notice of a hearing, but at the hearing it erred in asking the appellant to show cause why he should not resign in the absence of definite charges against him. It appears that the committee relied upon general circumstances as justifying dismissal rather than the legal means of a reasonable hearing, by which only a teacher may be removed from his position during his term of engagement. It is held, therefore, that the hearing was imperfect, and did not meet statutory requirements. . . .

"The removal of a public officer from a position of trust and service is not warranted on arbitrary judgments or trifling complaints, but on failure to render reasonable service and other substantial reasons. The intent of the statute under which the appellant makes his appeal was to afford protection to the teachers against summary dismissal during the term of engagement without just cause. It was designed to safeguard reputation, the professional standing and rights of the teachers, in the interests of public education. The serious consequences of a teacher's dismissal may be justly incurred only for grave

reasons, such as immoral conduct, manifest incompetency, continued neglect of duty or wilful insubordination. With the protection of the teacher the law provides for the protection of the schools by state standards of certification of teachers, care in the appointment of teachers, rules for their government, limitations of engagement and other means. Ordinarily the alternative to the dismissal of a teacher is not a long-continued or permanent employment, but his retention of position for the remainder of his term of engagement. In the case under review there does not appear other just cause for the removal of the appellant from his position, and, in the light of the foregoing considerations, there does not appear adequate reason why a teacher who had served nearly twenty years in the same position, was well known to the committee, and had been reelected some six months before for another year, should not complete his term of engagement."

INDUSTRIAL AND VOCATIONAL EDUCATION

Under the authority of the State Board for Vocational Education the Commissioner of Education serves as Director, and Dr. Charles Carroll serves as Deputy Director of this important division of public education.

From the point of view of administration an amendment to the act providing an annual appropriation for industrial and vocational education, making the state appropriation available for a fiscal year beginning July 1 and ending the following June 30, thus establishing a fiscal year for industrial and vocational education corresponding with the school year and with the fiscal year of the federal government, is an important change, because it promotes simplicity in accounting, and permits budgeting of both state and federal appropriations for concurrent periods of time.

Through the encouragement of state and federal appropriations the teaching of agriculture as a secondary school subject has been begun. The organization of teacher training classes in agriculture, trades and industries, and home economics has been carried forward in a satisfactory manner. A new all-day industrial course has been established at Westerly, and a new continuation class for teaching salesmanship has been inaugurated in Providence. Progress in vocational education has never before been made so rapidly and with so much promise of valuable results in Rhode Island.

Agricultural Education

Of Rhode Island it has been written that in the seventeenth century agriculture and fishing were the principal occupations of the

people; in the eighteenth century, commerce; and in the nineteenth century, manufacturing. When it is considered that more than ninety per cent of the people of Rhode Island engaged in other than household occupations are employed in industry or commerce, and that more than ninety-five per cent of all the people of the state, including those resident in towns that in the census are classified as rural, actually live in villages or other compact settlements in an environment that is distinctly more urban than rural, and that only a part of the remainder actually is engaged in agricultural occupations, it is not to be wondered that Rhode Island hesitated to assume the obligations that are implied in the acceptance of federal aid for agricultural education, and that agriculture has not been offered as a regular subject in Rhode Island high schools.

That the school committee of Bristol was persuaded to offer a course in agriculture in the town high school in 1919-1920 was due very largely to the liberal offer of the State Board of Education to supplement the amount that might be made available from the federal appropriation by an equal amount from the state appropriation, thus assuming payment of the salary of the instructor, leaving to the school committee responsibility for providing classrooms, equipment and apparatus, and supplies. The results have justified the experiment, and it is to be continued another year with assumption by the school committee of responsibility for one-sixth of the salary of the instructor. Thirty-two pupils were enrolled in the agricultural class at Bristol High School. The course of instruction in plant husbandry covered 40 weeks. For the salary of the instructor the state paid \$583.33, and the State Board apportioned \$583.33 from the federal appropriation. The instructor was so successful with his day classes that parents and other residents displayed sufficient interest to warrant starting an evening class.

For some years Rhode Island State College has conducted a short, intensive course in agriculture of secondary grade for persons who have not had preparation adequate for undertaking the regular college courses and for others who cannot afford time for a four-year course. In connection with plans for training teachers of agriculture it was desired to use these classes for practice teaching. It was arranged, therefore, to modify instruction in these classes to meet the requirements of the state plan for agricultural education, and to reimburse the college for one-half the salaries of instructors for the time given to these classes. Here the course covers full time for two

years of 36 weeks each. Eleven pupils were enrolled. The amount paid to the college was \$1,309.21.

An important feature of instruction in agriculture is the project requirement, to meet which each pupil must undertake to carry through under supervision of the instructor some farming operation. This may be the raising of a pen of fowl, with careful accounting of investment, cost of feeding, etc., and proceeds through value of eggs or poultry for market; the planting and cultivation of a garden, with accounting of costs and returns; or any similar project. The primary purpose of the project is to supplement school instruction by practical experience gained through application of the instruction. It has been found, however, that home projects have had a more significant influence, as they have awakened interest among boys and girls in farm problems, and as the interest of parents in the projects carried on by their children have led them either to introduce more scientific methods of farming or to seek instruction themselves, as actually happened in Bristol. In the administration of this work the director and assistants prepared a series of forms for keeping records and making reports. Instructors are employed for the full twelve months, to cover projects extending into and through the summer months.

Trade and Industrial Education

The trade and industrial sections of the Federal Vocational Education Act provide federal support for evening classes offering instruction supplementary to the daily employment of the pupils; for part-time continuation classes for boys and girls who have entered upon employment; and for all-day industrial classes in cities and towns of less than 25,000 population.

Evening Classes.—Classes at the Townsend Industrial School at Newport and the Pawtucket High School were continued, as were the classes conducted by the State Board at the Rhode Island School of Design. A new type of evening class was inaugurated at Bristol for employees of the shipbuilding industry of the town, offering instruction in ship-drafting and reading vessel construction plans. The instructor was recruited from the designing room of a boat builder with an international reputation, and the class made remarkable progress. A statistical summary of evening classes follows:

	Evenings	Hours per Session	Enrolled
Bristol High School—			
Ship drafting.....	30	1½	22
Townsend Industrial School, Newport—			
*Machine shop.....	75	2	65
Mechanical drawing.....	75	2	29
Rhode Island School of Design—			
Loomfixing.....	64	2	36
Machine shop.....	64	2	39
Pawtucket High School—			
Shop mathematics.....	72	2	15
Architectural drawing and house construction.....	72	2	20
Mechanical drawing.....	72	2	22

*Two groups meeting at alternate sessions.

For evening classes one-half the amounts paid for teachers' salaries was repaid to towns from the federal appropriation as follows: Bristol, \$37; Newport, \$180; Pawtucket, \$300.25. For the State Board classes at Rhode Island School of Design the Board engaged instructors and paid their salaries, one-half from the state appropriation and one-half from the federal appropriation, the School of Design permitting use of its classrooms and apparatus, and furnishing light, heat, power and janitor service without charge. The payments were \$264.08 from the state appropriation, and \$264.08 from the federal appropriation. Total expenditures for evening classes were \$1,045.41; eleven teachers were employed, and 248 persons received instruction.

Part-time Trade and Industrial Classes.—To the part-time trade and industrial classes organized in the preceding year, all of which were continued in 1919-1920, was added a course in the designing and making of garments at Providence Trade School, and the new course in retail salesmanship already mentioned. Marked progress was made during the year in perfecting organization and making methods of instruction more effective, and an increase in the quantity of equipment and apparatus provided for these classes may be interpreted as an indication of a wholesome appreciation on the part of town school officers of the value of these classes. The State Board's

Saturday class for machine shop apprentices at Rhode Island School of Design, conducted as a model to demonstrate the advantages of this type of instruction, was successful, and will be continued another year. Providence Trade School, from being an experiment the success of which was considered doubtful, has earned a recognition from the school committee evidenced in liberal apportionment of school money for equipment, apparatus and supplies. The salesmanship course has been successful beyond the anticipations of those who projected it, and has demonstrated its value in practice. Following is a statistical report of continuation schools:

Rhode Island School of Design—

	Hours of Instruction	Enrollment
Shop drawing and mathematics.....	170	21
Paid from federal fund, \$154.70; from state appropriation, \$154.70.		

Providence Trade School—

	Hours of Instruction	Enrollment
Electrical fitting.....	1,368	64
Carpentry and woodworking.....	1,368	30
Printing.....	1,368	44
Painting.....	1,368	33
Automobile repairs.....	1,368	48
Garment making.....	1,140	39
Correlated trade and general instruction..	1,368	*200
Paid from federal funds, \$7,734.94. No support from state appropriation.		

*Two group classes, composed of groups from trade classes.

Providence English High School—

	Hours of Instruction	Enrollment
Retail salesmanship.....	452	40
Paid from federal funds, \$900.		

Providence Technical High School—

	Hours of Instruction	Enrollment
Machine shop work.....	570	35
Advanced trade drawing.....	570	20
Paid from federal fund, \$1,782.85.		

All-day Trade and Industrial School.—As distinguished from the type of trade and industrial education permitted in continuation schools and evening classes in larger towns and cities, which must be definite and in a particular trade or industry, the all-day industrial school may give instruction in a group of related trades constituting an occupation in communities in which trade lines are not ordinarily rigidly drawn and a man may practice several trades as part of his occupation. In Westerly two groups of trades were selected, metal working and woodworking, both of which offer opportunities for local employment. The industrial school in Westerly previously had offered supplementary hand-trade instruction to groups of high school pupils. As reorganized the school undertook more definite preparation for particular groups in the two lines indicated. The school reported as follows:

Westerly Industrial School—

	Hours of Instruction	Enrollment
Woodworking.....	1,200	13
Machine shop.....	1,200	13

Paid from federal fund, \$1,051.60; paid from state appropriation, \$1,051.60.

Teacher-Training and Supervision

The federal law requires provision for training teachers in trades and industry, home economics and agriculture, if a state accepts and uses federal money provided under the act for the support of these types of instruction, and also provides an annual appropriation for apportionment to the states for the purpose. Rhode Island's quota in 1919-1920 was \$10,000. The law requires the matching of every dollar of federal money expended with a dollar of state or other public money. The law requires expenditure of at least one-fifth of the joint, federal-state, teacher-training fund, that is \$4,000, in each of the three departments of teacher-training agriculture, home economics, trade and industry. The law permits expenditure of not more than three-fifths in any department. The Federal Board for Vocational Education has interpreted teacher-training as including improvement of teachers in service, and has recognized supervision as a significant factor for improvement. It is permissible, therefore, under the law as interpreted by the Federal Board to establish supervision and to pay part of the salaries of supervisors from federal and

state money. As was reported last year, plans for supervision and teacher-training had been worked out. Arrangements had been made for part of the teacher-training at Rhode Island State College, and three supervisors had been appointed to conduct the work in part at the college and in part elsewhere. This general plan was continued during 1919-1920. Each of the supervisors gave a part of his time, determined in the apportionment of his salary, to supervision, and the remainder of his time to teacher-training.

Practically all the work of teacher-training in agriculture was done at Rhode Island State College. Mr. Spanton devoted the time available for supervision to close supervision of the work of the class at Bristol and to promotion of agricultural education elsewhere. A genuine interest was displayed in several sections of Rhode Island that may result in extension later, and one new class for the school year of 1920-1921 has been organized.

In addition to the work done at Rhode Island State College, Miss Wright established and conducted five centre training classes for teachers in service, in and near Providence. One significant result of the service in Rhode Island has been awakened interest in the improvement of teaching in home economics classes.

Mr. Perkins, the trade and industrial supervisor, had a more difficult problem to solve because there was no institution to which a large part of the work in his field might be entrusted. He was successful in organizing a group of teachers in Westerly and another in Providence for regular class instruction in trade analysis and methods of teaching, and at the close of the school year conducted an intensive institute for trade and industrial teachers in Providence. The work of the institute included daily classes in trade analysis under Mr. Perkins, and in the principles of industrial education under Dr. Carroll, and daily lectures by a group of representative leaders in vocational education in the United States, including Louis A. Wilson, State Director in New York; Harry B. Smith, Regional Agent for the Federal Board of Vocational Education; John M. Brewer, of Harvard University, specialist in vocational guidance; Major Arthur D. Dean, Teachers' College, Columbia University; and Frederic W. Putnam, in charge of coöperative classes at Technical High School.

The work in teacher-training has been well established, and the outlook for the year of 1920-1921 is promising, although two changes in the personnel have been made. Mr. Spanton has resigned as

supervisor of agricultural education, to accept a place in Missouri, and has been succeeded by Leslie E. Abbott, who comes from a position as supervisor of agricultural education in Connecticut. Mr. Abbott is a graduate of New Hampshire State College and has had an unusual experience as teacher, normal school instructor, farmer, and supervisor and promoter of agricultural education. Mr. Perkins has resigned as supervisor of trade and industrial education, to become a special teacher-trainer in Buffalo Normal School. His progress in developing the principles and practice of trade analysis in his classes in Rhode Island attracted attention elsewhere, and led to his call to New York at a large increase in salary. His successor is Benjamin T. Leland, a former instructor in Providence, who returns to Rhode Island after service as Professor of Industrial Education at the University of West Virginia and as State Supervisor of Industrial Education in West Virginia. Miss Wright has married and is now Mrs. Reed.

Financial Statistics.—The Federal Board apportioned to Rhode Island for the fiscal year of 1919-1920, \$27,405.42, part of which was an unexpended balance of \$9,048.74 carried over from the previous year. The \$27,405.42 included \$5,000 for salaries of teachers of agriculture, \$12,405.42 for salaries of teachers of trades, industries and home economics, and \$10,000 for training teachers. From the federal funds expenditure of \$1,892.54 was made for salaries of teachers of agriculture, \$12,405.42 for salaries of teachers of trades and industries, and \$6,429.74 for training teachers. Federal money was supplemented by state or other public money as indicated in the following table:

	Federal	—Expended—		Total
Agriculture—		State	Local	
Bristol High School.....	\$583.33	\$583.33	.....	\$1,166.66
R. I. State College.....	1,309.21	.....	\$1,309.22	2,618.43
Totals.....	\$1,892.54	\$583.33	\$1,309.22	\$3,785.09
Trades and Industries—				
Evening classes—				
R. I. School of Design.....	\$264.08	\$264.08	.....	\$528.16
Pawtucket.....	300.25	.....	\$300.25	600.50
Newport.....	180.00	.....	180.00	360.00
Bristol.....	37.00	.....	37.00	74.00

	Federal	—Expended—		Total
		State	Local	
Trades and industries—				
Continuation classes—				
R. I. School of Design.....	\$154.70	\$154.70	.....	\$309.40
Providence Trade School.....	7,734.94	.....	7,734.94	15,469.88
Technical High School.....	1,782.85	.....	\$4279.71	6,062.56
English High School.....	900.00	.....	900.00	1,800.00
Industrial classes—				
Westerly.....	1,051.60	1,051.60	.....	2,103.20
	<u>\$12,405.42</u>	<u>\$1,470.38</u>	<u>\$13,431.90</u>	<u>\$27,307.70</u>
Teacher Training—				
Agriculture.....	\$2,033.48	\$1,488.13	\$545.38	\$4,066.99
Industries.....	2,152.13	1,941.65	210.48	4,304.26
Home Economics.....	2,244.13	1,828.00	416.14	4,488.27
	<u>\$6,429.74</u>	<u>\$5,257.78</u>	<u>\$1,172.00</u>	<u>\$12,859.52</u>

RHODE ISLAND'S RANK AMONG THE STATES

Index numbers for state school systems, computed recently from statistics gathered by the United States Bureau of Education, indicate that Rhode Island has advanced from 39.27 in 1890 to 43.05 in 1900, to 50.84 in 1910, and to 56.33 in 1918. Rhode Island statistics for 1918 give an index number of 61.09. In spite of what appears to be a record of substantial progress, the author of a volume published recently by the Russell Sage Foundation* estimates that Rhode Island holds twenty-sixth place among the fifty-two states and other territorial divisions of the United States, and that Rhode Island relatively has lost rank, going from fifth place in 1890 to sixth place in 1900, to tenth place in 1910, and to twenty-sixth place in 1918. Rhode Island statistics for 1918 would place Rhode Island in ninth position. An apparent loss of position in the face of substantial progress may be explained by greater progress elsewhere, but this explanation is not satisfactory. In view of the widespread publicity given to the findings of the author and to conclusions drawn therefrom hastily and sometimes without justification, and more particularly because there is so wide divergence between his figures and those determined by Rhode Island statistics, it seems desirable to discuss the measures used, the methods of computation employed,

*An Index Number for State School Systems. Leonard P. Ayres. New York: Russell Sage Foundation.

the basis on which measurements were taken, the reliability of the statistics as weighted by the author, the merit of the tests, and the validity of the conclusions drawn.

Index numbers for the states are estimated from ten sets of figures as follows: (1) per centage of school population attending school daily, (2) average days attended by each child of school age, (3) average number of days schools were kept open, (4) percentage that high school attendance was of total attendance, (5) percentage that boys were of girls in high schools, (6) average expenditure per child in average attendance, (7) average expenditure per child of school age, (8) average expenditure per teacher employed, (9) expenditure per pupil for purposes other than teachers' salaries, (10) expenditure per teacher employed for salaries. Essentially the sets of figures are concerned with two facts, and these are attendance and expenditure; ten tests or measurements are made from combinations of statistics of these two facts with other statistics. A brief discussion of the tests follows:

1. *The per centage of school population attending school daily.* The test in this instance rests upon the percentile relation of average daily attendance in public schools to school population, or children more than five and less than eighteen years of age. In determining index numbers for 1918 figures for school population were taken from the United States Census of 1910, and weighted by an estimated increase in population based on the experience of the ten years from 1900 to 1910. Completed state reports of the census of 1920 have demonstrated that rates of increase may vary widely in successive decades, and indicate the potential inaccuracy of estimates of the type made. Changes of population from 1910 to 1920 varied in the several states from sixty-three per cent increase down past zero to actual losses. It is significant, but not a matter for surprise, that the states that made the greatest relative gains in the author's tables in position in 1918 as compared with 1910 are among those that made the greatest gains in population in the ten years between 1910 and 1920, and that the three states that actually lost in population made substantial losses in positions established by index numbers. The reason appears in gains in enrollment vastly surpassing estimated gains in school population with the upper group, and the reverse relation in the lower group. The latter lost enrollment while assumed population increased according to estimate; when the census figures for 1920 were

published it was seen that apparently retarded enrollment was correlated to decreasing population. The author was content to publish his book, however, in spite of so marked inconsistencies as enrollment exceeding school population in at least four instances; and these among those that took highest rank in his tabulations. If his statistics were accurate after being weighted, 123 children were enrolled in public schools in Montana for every 100 children resident in the state, 108 children were enrolled in public schools in Arizona for every 100 children resident in the state, 108 children were enrolled in public schools in the District of Columbia for every 100 children resident in the district, and 106 children were enrolled in public schools in California for every 100 children resident in the state. One who would defend the use of such statistics must explain not only how more children could be enrolled than were resident, but also the whereabouts of children not attending school because released lawfully for employment in the years beyond compulsory school age, and of children not attending school in spite of compulsory attendance requirements. Under the most nearly perfect conditions of enforcement of law there is always at least a small number of the class last mentioned. The excess of enrollment over school population should have suggested at least a further consideration of the accuracy of estimated school population. It is true that the author used average daily attendance rather than enrollment as one factor in determining percentage rankings, but he used as the other factor an estimate of school population that was clearly questionable as to accuracy, because it was so inconsistent with school enrollment.

For Rhode Island the index number for per cent of average daily attendance in 1918 is 48.99, as determined by the author in the manner indicated above. The state school reports for the same year, based upon official returns of enrollment, attendance, and school population shown by the school census, give 52.55 per cent of average daily attendance in public schools. The variation of almost four per cent may be explained by the author's use of an estimated figure for school population, which was not as accurate as the figure returned from a school census taken for the year. Moreover, the author omitted altogether from his calculations enrollment in private and parochial schools, which in Rhode Island in 1918 was 18.4 per cent of total enrollment. Presuming a relatively similar ratio of average daily attendance to enrollment, the Rhode Island index figure for average daily attendance on school population should be

64.39. With this correction Rhode Island might rise from thirty-eighth to tenth position in the ranking of states by this test, the relative rise depending upon the actual effect of this omitted factor in other states. It seems certain that a large part of the greater progress in the west than in the east emphasized by the author would be discounted were credit given to the eastern states for average daily attendance on private instruction, which in a group of states along the eastern seaboard averages 20 per cent.

2. *Average days attended by each child of school age.*—For purposes of this test the total number of days of attendance in public schools is divided by school population, and the quotient is again divided by two. The second division is made "in order to make it comparable with percentage figures." The same criticism of the use of estimated school population as one factor in the test may be made as in test one. The test is also subject to criticism because it omits days of attendance on private instruction, and counts children enrolled in private schools and parochial schools as part of school population. If the test be interpreted as indicating in days the actual provision of public school education made by the state for each child of school age, perhaps no further comment need be made. As the test in most instances, however, will be interpreted as indicating the number of days of schooling for each child of school age in the state it is permissible to point out the probability of error in this interpretation, by showing what the state's index number might be under the second interpretation.

The author gives 47.25 as Rhode Island's index number for school days per child of school population, calculated upon estimated school population. Official returns on Rhode Island School Reports give 50.71. If reasonable allowance for instruction in private and parochial schools were made the index figure would be 62.14 if attendance on private instruction were counted, or 60.03 if enrollment in private and parochial schools were omitted in the count of school population.

3. *Average number of days schools were kept open.*—For purposes of this test the school year is divided by two, in order to reduce the index figure to the type of percentage figures. Rhode Island is credited with a school year of 193 days, whereas the credit should be 194 days, and the index number should be 97 instead of 96.50. Rhode Island has the longest average school year in the United States and ranks first in this test.

4. *Per cent high school attendance was of total attendance.*—This test assumes an essentially even age and grade distribution of pupils in a course of twelve grades, eight elementary and four secondary, and that in a perfectly organized system, which carried every boy and girl through the course, there would be two-thirds of enrollment in elementary schools, and one third of enrollment in secondary school. The index number is three times the percentage of high school enrollment to total enrollment, another adjustment made by the author to weight his averages on a percentile basis. Both assumptions diverge widely from fact and experience. California, which holds highest rank in 1918, showed 19.6 per cent of pupils enrolled in high schools, contrasted with the $33\frac{1}{3}$ per cent assumed as perfect. The state holding lowest place had index number 10.28 which indicates 3.43 per cent. Rhode Island's index number was 34.48, or 11.49 per cent. As has been pointed out repeatedly in these reports, Rhode Island's largest educational loss appears in the years of school age beyond the years of compulsory school age. It is cause for serious consideration that so many of the young people of the state neglect or are deprived of opportunities for secondary education. There is at present urgent necessity for enlarged high school accommodations in four Rhode Island cities, but even more urgent necessity for the development of public sentiment strongly in favor of extension of high school education to a much larger percentage of our youth.

In this test figures are taken exclusively from public school records, and the test is not subject to the general criticism that it omits enrollment in private secondary schools. The author assumes that public high schools gain relatively from admitting pupils graduated from private and parochial elementary schools, and that this assumed gain tends to offset omission of the factor of private instruction in other tests. The assumption seems scarcely warranted in experience. The number actually transferring from private to public school at the period of graduation from elementary schools is known to be very small. In most instances, school education is completed with graduation from private elementary schools, or if continued, is continued in private secondary schools. This is true of parochial as well as of private schools.

5. *Per cent that boys were of girls in high schools.*—The author's only explanation of the significance of this test is: "This item is included in the final total at its face value. In general many more

girls attend high school than do boys, but the proportion of boys is increasing. Its limit is taken as 100 per cent. *In the very few instances in which more boys have been recorded than girls, the per cent of girls to boys has been used.*" Surely it is a good rule that works both ways. The test is to be taken at its face value, which may be nothing at all.

6. *Average expenditure per child in average attendance.*—The index number is found by dividing total expenditures by the average number of children attending school. In criticism of this measurement it may be said that the factors of numbers to be educated and the size of schools are neglected. Comparisons of expenditures by Rhode Island towns on the basis of per capita of average attendance almost invariably show an advantage in lower cost in cities and compact or closely settled towns. Assuming employment of two teachers at \$1,200 annual salary, and average attendance of forty pupils in the school taught by one, and of twenty pupils in the school taught by the other, the per capita cost of instruction in the first school would be \$30; in the second school it would be \$60. In the ranking of towns by this test the second school would hold a higher position than the first; yet the quality of instruction measured by the teacher's salary would be the same in both instances. In the ranking of states by index numbers for 1918 it is to be noted that the western states, with comparatively small schools, rank higher generally than the eastern states. It is clear that this measure should be modified or weighted in some way by the introduction of the factor of size of school. If that were done test eight, in which the index number is the total expenditure for schools divided by the number of teachers, might be omitted. Certainly a factor so significant in probable effect upon test six should not be used as the basis for another measurement.

7. *Average expenditure per child of school age.*—Here the index number is obtained by dividing total expenditure by school population. The author assumes that a state in which large numbers are educated in private schools is relieved of responsibility for these children and should be able, therefore, to expend a greater per capita for children enrolled in school. The total amount expended, therefore, should not vary for the same number of children, and in the general average the standing of the state will not be affected by the number enrolled for private instruction if it is doing its entire duty by the children enrolled in public schools. The assumption

will not appeal to an educator who has had experience in the administration of schools. The people, while generous in taxing themselves for the support of public education, do not encourage extravagance. The acid test of school efficiency is not the amount of expenditures so much as the return upon the expenditure. It is still true that the people can afford to make larger investments in public education, and that improvement in schools may be accomplished in most instances by larger expenditures. But when expenditures for education are increased, it should be demonstrated that the increased expenditure has been productive of improvement. That is to say, another test should follow the test of expenditure to determine the value of the increased expenditure. There is a large number of tests of efficiency that might be applied, including the preparation of the teacher, the quality of instruction, the percentage of graduations on total enrollment, the percentage of promotions, the sanitary conditions of buildings, etc., etc.

For Rhode Island and other states in which a considerable proportion of children are educated in private schools, a fairer test would be based upon school population diminished by the number of children enrolled for private instruction, for whom no public provision actually is made. Rhode Island's index number would be 33.64 instead of 27.45, were the measurement taken by the method suggested.

8. *Average expenditure per teacher employed.*—The test is essentially a measurement of the average expenditure per school, but varies from a true measurement on this basis because the total number of teachers is used instead of the average number of teachers or the number of schools. Rhode Island's position of twelfth by this test is not low; it is not possible with data available to estimate a change in position to be determined by the number of schools instead of the number of teachers. But the difference may be computed approximately on the basis of the average number of teachers. It is noticeable that the eastern states relatively hold higher positions in this test than do the western states. Rhode Island's index number on the loss of the average number of teachers would be 62.68, instead of 57.50, as given by the author.

9. *Expenditure for other purposes than teachers' salaries.*—Total expenditure for other purposes than teachers' salaries is divided by the number of children in average daily attendance and multiplied by two. The multiplication, of course, emphasizes the advantage of a

large quotient by the division, and while it has no effect on standings by this test, does affect standings in the combination of tests. The author assigns no reason for this particular test. It may be suggested that there is as good reason for dividing this expenditure by the number of schools, or the average number of teachers as by the number of children in average daily attendance. As a matter of fact, the author in this test divides other expenditures by the number of children receiving instruction, and in the next test the amount expended for teachers' salaries by the number of teachers, without giving any valid reason for the difference and distinction.

10. *Expenditure per teacher employed for salaries.*—This test essentially ranks the states on the basis of monthly salaries, for the total amount expended for salaries is divided by twelve times the total number of teachers. The essential error of an averaging of salaries on the base of the total number of teachers was discussed in the Commissioner's report for 1919. The teacher's salary is properly averaged on the base of the number of teaching positions. If, for instance, six schools are conducted, and \$1,200 is paid for each school as salary for the teacher, the average salary would be \$100 per month on the whole year basis, if there were no changes during the year. Were there one instance in which a teacher died or resigned and was replaced, the total number of teachers would be seven, and the average monthly salary based on the total number of teachers would be \$85.71. If two teachers were replaced the average would be \$75. *Yet the salary paid for the position has remained constant.* The error is clear. For 1918 by his method, the author computes the average teacher's salary in Rhode Island at \$736.08. On the base of the average number of teachers employed it was \$801.65, which would give an index number of \$66.80 instead of \$61.34.

The following table presents for comparison the index mark in the ten tests as computed by the author, and the index number corrected as indicated:

	Author	Corrected
Test 1, attendance.....	48.99	64.39
Test 2, days attended.....	47.25	62.14
Test 3, length of school year.....	96.50	97.00
Test 4, high school attendance on elementary school attendance.....	34.48	34.48
Test 5, boys to girls in high schools.....	81.43	81.43

	Author	Corrected
Test 6, average expenditure per average attendance.....	56.03	56.03
Test 7, average expenditure per child of school age.....	27.45	33.64
Test 8, average expenditure per teacher.....	57.50	62.68
Test 9, expenditure per pupil for miscellaneous purposes.....	52.29	52.29
Test 10, teachers' salaries.....	61.34	66.80
Index for all tests.....	56.33	61.09

An index number of 61.09 for all tests would carry Rhode Island from twenty-sixth into ninth place, assuming that all other states retained the index numbers assigned by the author. There would, however, be changes in the positions of other states, including a general improvement for eastern states, and a corresponding loss for western states, the relative change depending very largely upon the inaccuracy of the estimates of school population used by the author and the percentage of school population receiving private instruction. It is probable that in the process of change Rhode Island's position would be higher rather than lower than ninth, assuming that the western states at the top were removed to lower positions, and that eastern states made relatively similar gains to those made by Rhode Island and simply advanced in the order established in the author's table, subject to slight variation in the order depending upon the relative and variable effects of the factors indicated.

Whatever opinion may be held as to the desirability of eliminating private instruction, and enforcing attendance upon public instruction exclusively, it appears reasonable that school systems should be measured as they are under the laws of the state for the time being, and that measurements based upon an assumed standard otherwise should be reasonably discounted. In this connection it is interesting to record that there has been a widespread criticism of the index numbers as published, and that the official publication of the Bureau of Education has declared that the measurements are not to be interpreted as reasonably accurate because of the neglected factor of variation in the growth of population. It would have been better had the author withheld his book until the census of 1920 had been completed, and a basis given for a comparison upon the census; and

it would be fairer to measure all state systems with reasonable consideration for the effect of private school attendance upon enrollment and attendance. The author's study unquestionably has awakened a fresh interest in the improvement of state school systems. Rhode Island schools may profit by criticism, even if the criticism is not wholly merited, because criticism sometimes stimulates measures for improvement.

SUGGESTIONS AND RECOMMENDATIONS

(1) Acceptance of federal act for promotion of vocational rehabilitation of injured persons, for which the state already makes an annual appropriation.

(2) Inclusion of college and other teachers employed by the state under the provisions of the pension law.

(3) Fixing a minimum amount for a teacher's pension.

(4) State appropriation in support of library service in free public libraries.

(5) Provisions for the construction of a new building for the Henry Barnard School, the observation and demonstration division of the Rhode Island College of Education.

(6) Increase of state support of high schools.

(7) Extension of professional supervision to the five towns not availing themselves of expert supervision.

(8) Extension of the years of compulsory attendance.

(9) Substantial increase of state appropriation for teachers' salaries.

(10) Change in the basis of apportioning "teachers' money" to promote an equalization of educational opportunities.

(11) Protection of schools from interference with school work.

(12) Enactment of law defining proper use of school buildings.

(13) Provision for better school accounting.

State of Rhode Island

COMMEMORATION OF PUBLIC EDUCATION

IN RECOGNITION *of the* FIFTIETH ANNIVERSARY *of the* CREATION OF THE

State Board of Education

1870 - 1920

AND OF THE

SEVENTY-FIFTH ANNIVERSARY OF THE APPOINTMENT OF THE

Commissioner of Education

1845 - 1920

COMMEMORATIVE EXERCISES

HELD AT RHODE ISLAND COLLEGE OF EDUCATION

DECEMBER 3, 1920

Address by Hon. John H. Finley

President of the University of the State of New York and Commissioner of Education

Greetings and Messages from Civic and Educational Institutions

Reception

Complimentary Dinner to the State Board of Education

by the Rhode Island Institute of Instruction

Addresses by Commissioners of Education of New England States, and others

FOREWORD

Rhode Island public education in its organization and administration is a distinctive type of American public education. Its development affords the student of public education fruitful experience of rare interest and value. The law creating our state system of public schools seventy-five years ago was prepared by and its administration for a time was entrusted to an eminent educator and constructive statesman, Henry Barnard. That law and that service initiated a continuity of improvement in educational law and practice and a permanency of progressive policy which has characterized Rhode Island public education for three-quarters of a century. The creation of the State Board of Education fifty years ago was an issue of the experience of twenty-five years, in which the need of it in our state educational organization was revealed. It marked an increase of state responsibility for public education and to meet the growing responsibility it enlarged and strengthened the state's educational agencies. For fifty years the integrity of public education has been dependent in high degree on the legislative and administrative service of the Board of Education. Its members, elected by the General Assembly, by whose acts our educational organization has been created, developed and is now governed, representing the people of this state and charged with official responsibility for the education of the public's children and youth, have been conversant with educational needs and in touch with the power and means to meet such needs. No body of men is more deserving of grateful recognition and honor than the Board of Education, whose members are the trustees of our institution of public education with its three thousand teachers and one hundred thousand pupils and whose members for half a century have cared for the people's educational interests with devotion and wisdom.

The growing importance of state administration in education has been indicated not only by advance in law and practice, but also by growth in our public school system. In the past seventy-five years the number of public schools has increased from 428 to 2,256, our school year from 80 to 194 days, our school population from 25,782 to 121,251, the number of our teachers from 517 to 2,966 and our school revenues from \$55,055 to \$4,144,141.29. Fifty years ago eighty-five thousand dollars were annually expended for school buildings and in recent years the sum annually expended for this purpose had risen above nine hundred thousand dollars, while the value of the property of our public schools and educational institutions approximates \$15,000,000.

This souvenir is presented in recognition of the fiftieth anniversary of the creation of the State Board of Education and of the seventy-fifth of the appointment of the Commissioner of Education. It has been prepared by Dr. Carroll, author of "Public Education in Rhode Island" and ardent teacher of the meaning and worth of our public education service. It gives an outline of the development of our system of public education, its advance in legislation, its improvement in practice, its expansion in public responsibility, and of the service of the Board of Education, with sketches of the members and of the Commissioners.

WALTER E. RANGER,

Commissioner of Education

State of Rhode Island
BOARD OF EDUCATION, 1920



HON. GEORGE T. BAKER	HON. R. LIVINGSTON BEECKMAN	HON. JOSEPH R. BOURGEOIS
HON. E. CHARLES FRANCIS		HON. FRANK HILL
HON. FREDERICK RUECKERT	HON. FRANK E. THOMPSON	HON. EMERY J. SAN SOUCI

STATE BOARD OF EDUCATION, 1870-1920

The creation of a State Board of Education was recommended to the General Assembly in 1855 by Commissioner of Public Schools Elisha R. Potter. A bill providing for a board substantially similar in form and in method of selection to the existing board was presented to the General Assembly in that year, but no action was taken. Commissioner Thomas W. Bicknell renewed the recommendation in 1870 as a part of his plan for strengthening the organization for the administration of public education, and was successful in obtaining favorable action. To Mr. Bicknell unquestionably belongs the honor of achievement. The Board, with one exception, is the oldest in existence in Rhode Island.

While the Board at its creation was clothed with substantial supervisory and advisory rather than functional authority, the General Assembly from the beginning accorded respectful attention to its recommendations. In 1871, on the recommendation of the State Board of Education, provision was made for the re-establishment of the Rhode Island Normal School, which was entrusted to the control and management of the Board and the Commissioner of Public Schools as a Board of Trustees. On similar recommendation legislation requiring town support of schools by appropriations equal at least to state appropriations, requiring the appointment of a superintendent of schools in each town, and requiring that every town should adopt a truancy ordinance, was enacted.

When the first annual appropriation for the support of free public evening schools was made in 1873, the apportionment was entrusted to the Board, as was also the apportionment of the appropriation for free public libraries, first made in 1875. In a general way the legislation for supporting evening schools and free public libraries was of a new type; theretofore the apportionment of appropriations for public education had been determined by ratios specified in the statutes. While there had been in the seventy years from 1800 to 1870 a tendency to establish ratios in accord with a policy gradually developed of disbursing public school money with emphasis upon the need for support, attempts to solve this difficult problem of school administration had followed the line of refining ratios and rigid insistence upon an ultimate distribution reaching to the school district and the school as the primary units in the school organization. The evening school law, particularly, indicated a purpose to seek a solution of the problem of apportionment by disregarding the past, and the inclination of the General Assembly to strengthen the State Board of Education by entrusting to it the exercise of substantial functions. The precedent thus established has been followed in laws providing state support for high school education, special aid for deficient schools, and support for vocational and industrial education, medical inspection, supervision, and traveling libraries.

Commissioner Bicknell's vigorous campaign to eliminate illiteracy was continued by Commissioner Stockwell, whom the logic and philosophy of his study of the problem led to a clear enunciation of the modern doctrine of compulsory school attendance. To both Commissioners the State Board of Education accorded earnest and effective support, and in the early eighties the Board's annual report repeatedly and consistently advocated legislation that should unmistakably be a "right-out, square declaration by the state that ignorance

shall be stamped out and every child God has made capable of intelligent citizenship shall be qualified as such." A series of legislative enactments—establishing an annual school census, providing for the appointment of truant officers, gradually extending required attendance from part to a complete school year and by age until 16 years was reached, and regulating the employment of children—indicate the progressive movement toward a nearly perfect compulsory attendance law. The Board's campaign for compulsory attendance and for the solution of the problem of administration by abolition of the school district and establishing the town as the primary school unit were continued longer in periods of time than any others, and involved more serious difficulties because both measures conflicted with "established interests."

Recently the Board has taken a firm stand against and has succeeded in eradicating a practice of charging enrollment fees in public evening schools that was clearly contrary to the spirit of the law and dangerous as an insidious undermining of the principle that public education should be free of charge and restriction. At the opening of the World War, when with the discovery of subtle propaganda against American institutions and democracy attention was turned to disloyal teaching in schools in other sections of the country, the Board prescribed a pledge of loyalty for teachers, to which all subscribed. An investigation conducted by the Commissioner of Public Schools showed no disloyalty among Rhode Island teachers.

While it is true that the General Assembly has not invariably followed the recommendations of the Board by enacting legislation immediately upon its first request, there has been in most instances a substantial ratification of the policy of the Board through legislation within a short period. The long series of laws and amendments to laws to which every General Assembly since 1870 has made a contribution is convincing evidence of the esteem in which the General Assembly has held the Board of Education and of a recognition accorded to it. In 1896 the General Assembly requested the Board of Education to prepare and report "measures by which the state shall still further supplement the revenues and efforts of the towns to the end that the system of public schools throughout the state shall be uniformly of the highest attainable standard." Following the Board's report the General Assembly in 1898 passed "An Act to Secure a More Uniform High Standard in the Public Schools of the State," a law that made provision for state support for public high schools, and for consolidation of schools, and also for a state system of certificating teachers. Upon recommendation of the Board the General Assembly of 1920 has appointed a special commission to make a study of school finance and administration, to make a report in January, 1921. The recommendation followed a careful review of elements contributing to a crisis in public education indicating the necessity for legislative action following a discriminating investigation of causes and remedies.

It was entirely consistent with the policy of entrusting to the State Board of Education the control of the Normal School as the state's principal agency for the preparation of teachers that the examination and certification of teachers should ultimately be entrusted to it. Both measures established precedents for educational legislation of a type written in liberal and general terms, and leaving details of administration to the Board. In this respect they were similar to and consistent with the evening school law and the free public library law. The statutes establishing teachers' pensions and graduate courses in education for teachers at

Brown University, and making provision for vocational and industrial education and for traveling libraries follow these precedents. The General Assembly in these measures has provided ways and means, and entrusted the details of administration to the Board. So also the apportionment of scholarships and the appointment of state scholars at the Rhode Island School of Design, Rhode Island College of Pharmacy, and Brown University are entrusted to the Board. Extension of opportunities for public education to persons who may not avail themselves of the service of the public schools has been a function of the Board. Thus the education of the blind of all ages is administered by the Board. Under its administration the Rhode Island Institute for the Deaf, the State Home and School, and the Exeter School were inaugurated, though these institutions are at the present time controlled by other agencies. The Board also serves as a State Board for Vocational Education, with authority to cooperate for the State of Rhode Island with the Federal Board for Vocational Education.

SKETCHES OF MEMBERS OF BOARD

WILLIAM NICHOLS ACKLEY, 1886-1890, was born in East Haddam, Conn., Oct. 13, 1840. He was graduated from Trinity College, Hartford, 1863, and studied divinity at Berkley School, Middletown. He was rector of churches at Danielsonville, and Newton, Conn., and of St. Mark's Church, Warren. He was elected to the school committee of Warren shortly after moving there. He was Superintendent of Schools in Warren, 1877.

DWIGHT R. ADAMS, 1880-1894, was born in Lisbon, Conn., Dec. 11, 1823. Educated in public and private schools, while employed in farming in summer time, he taught school in the winter from 1840 to 1849. He moved to Warwick in 1849, and continued teaching in Warwick, Woonsocket, and Coventry Center until 1890. He served as member of school committee of Warwick for 16 years and for 10 years was Superintendent of Warwick public schools. He died in August, 1894.

EDWIN R. ALLEN, 1894-1897, of Hopkinton, was born in Windham, Conn., Nov. 26th, 1840, and was educated in the schools of his native town and at Eagleswood, N. J. He enlisted in Company A, Seventh Regiment, R. I. Volunteers, August, 1862; and was Corporal, Sergeant Major, Second Lieutenant, First Lieutenant, and was mustered out as Captain. He was Lieutenant Governor, 1894-1897.

SAMUEL WARD KING ALLEN, 1894-1913, of East Greenwich, was born in North Kingstown, Jan. 2, 1842, and was educated at East Greenwich Academy, New York Conference Seminary, and Boston University Law School. He was First Sergeant in the regular army during the War of the Rebellion. He was Superintendent of Public Schools in East Greenwich for several years; Representative in the General Assembly, 1885-86 and 1891-1894, and Speaker, 1894. He was a lawyer by profession. He died in 1919.

ADELARD ARCHAMBAULT, 1903-1904, was born in Canada, April 26, 1864, and was educated at the College of the Assumption, Canada, and graduated from Laval University, P. Q., 1883. He was Representative from Woonsocket, 1900-1903. He is a member of the Rhode Island Bar, and has been Mayor of Woonsocket. He was Lieutenant Governor, 1903-1904.

DAVID SHERMAN BAKER, 1882-1885, was born in Wickford, Jan. 11, 1852. He was graduated from Brown University, 1875, and admitted to the Rhode Island Bar, 1877. He was Superintendent of Schools, North Kingstown, six years; member of House of Representatives, two years; member of the Senate, three years; and United States District Attorney. He was author of "History of the Town of North Kingstown." He died January 27, 1906.

- GEORGE T. BAKER, 1894-1920, was born in Providence, June 25, 1842. He was educated in the public schools. He served three months in the Civil War as Sergeant in Company B, Tenth Rhode Island Volunteers. He represented Barrington in the State Senate, 1890-1894. In 1894, he was elected a member of the State Board of Education, serving continuously until his death, February, 1920.
- R. LIVINGSTON BEECKMAN, 1915-1920, of Newport, was born in New York City, April 15, 1866, and received his education in the public schools of Newport. He was Representative from Newport, 1909-1911; Senator, 1912-1914; and has been Governor since January, 1915.
- ZENAS W. BLISS, 1910-1913, of Cranston, was born in Johnston, Jan. 10, 1867. He attended the public schools, and was graduated from University Grammar School, 1885, and from the Massachusetts Institute of Technology, as mechanical engineer, 1889. He was a member of the Cranston town council, 1901-1909, and president of that body, 1905-1909. He was Representative, 1903-1909, and Deputy Speaker, 1909. He is Chairman of the State Tax Commission and a member of the Board of Managers of Rhode Island State College. He was Lieutenant Governor, 1910-1913.
- JOSEPH R. BOURGEOIS, 1913-1920, was born in San Antoine, Richelieu, Quebec, April 16, 1863. He was educated in St. Hyacinth College, Laval University, and the Grand Seminary, Montreal. He was ordained priest at St. Hyacinth College. Previously he taught for four years at St. Hyacinth College. After ordination he was assigned to Notre Dame, Central Falls, for five years. He was afterwards sent to Woonsocket, where he built St. Ann's Gymnasium. He has been pastor of St. John's Church, Arctic, for the past 22 years. He has travelled extensively and is well-known as a lecturer.
- AUGUSTUS O. BOURN, 1883-1885, was born in Providence, Oct. 1, 1834. He was graduated from Brown University, 1854. He served as Senator, 1876-83, and as Governor, 1883-85.
- D. RUSSELL BROWN, 1892-1895, was born in Bolton, Conn., March 28, 1848. He was educated in the public schools of his native town, and later attended academies at Manchester and Hartford. He served in the common council of Providence, 1881-1885. He was Governor in 1892-1894.
- MELVILLE BULL, 1892-1894, of Middletown, was born in Newport, Sept. 29, 1854. He was graduated from Harvard College, 1877. He was Representative from Newport, 1883-1885, and Senator, 1885-1892. He was a member of the Board of Managers of the Rhode Island State College. He was Lieutenant Governor, 1892-1894, and Representative in Congress, 1895-1905.
- ROSWELL B. BURCHARD, 1913-1915, of Little Compton, was born in New York City, August 20, 1860. He was graduated from Eastman Business College; College of City of New York; and Harvard University Law School, 1903. He was Representative for Little Compton, 1905-1912, and was Speaker, 1907-1910. He was Lieutenant Governor, 1913-1915.
- THOMAS HARTWELL CLARKE, 1874-1882, was born in Jamestown, Nov. 26, 1834. He was educated at Adelphian Academy, Brockton, Mass. He was Superintendent of Public Schools, Newport, 1873-1882. He was a member of the school committee of Jamestown, 1884-1897.
- SAMUEL H. CROSS, 1870-1882, 1885-1897, was born in Westerly, R. I., May, 1835. He was educated in Westerly, and at Norwich Academy, Vermont. He was Town Clerk, Westerly, 1859-1884; Senator from Westerly, 1869-1882; State Auditor and Insurance Commissioner, 1882-1887; Secretary, Board of State Charities and Corrections, 1887-1888; Commissioner of Indians, 1877-1878; Postmaster in Westerly, 1888-1892; Overseer of the Poor in Westerly and member of the Westerly school committee for many years. He died in New York, July, 1898.

PAST MEMBERS, STATE BOARD OF EDUCATION



- | | | | |
|-------------------|-------------------|--------------------|-------------------|
| 1. W. N. ACKLEY | 2. D. R. ADAMS | 3. E. R. ALLEN | 4. S. W. K. ALLEN |
| 5. A. ARCHAMBAULT | 6. D. S. BAKER | 7. Z. W. BLISS | 8. A. O. BOURN |
| 9. D. R. BROWN | 10. MELVILLE BULL | 11. R. B. BURCHARD | 12. T. H. CLARKE |
| 13. S. H. CROSS | 14. C. R. CUTLER | 15. L. B. DARLING | |

CHARLES RUSSELL CUTLER, 1872-1873, was born in Ballston, N. Y., Dec. 10, 1822. In 1839 he removed to Warren, where he engaged as seaman. In twelve years had become master of his own ship. He was elected Lieutenant Governor in 1872. He was a member of the town council of Warren and its President for many years.

LUCIUS B. DARLING, 1885-1887, 1889-1891, of Pawtucket, was born in Bellingham, Mass., Oct. 3, 1827. He was Representative from the old town of North Providence, 1860-1863; served in the town council, and held other local offices. He was Lieutenant Governor, 1885-1887.

JOHN WILLIAM DAVIS, 1887-1888, 1890-1891, of Pawtucket, was born in Rehoboth, Mass., March 7, 1826, and was brought up to farming. He was a member of the town council of Pawtucket, and President of the same in 1882, and in 1885. He was State Senator from Pawtucket, 1885-1886. He was twice elected Governor, 1887-1888, and 1890-1891.

LUCIUS D. DAVIS, 1882-1885, was born in Jerusalem, N. Y., Jan. 21, 1825. He was a student at Franklin Academy and Wesleyan Seminary. In the Oneida Conference, Rev. Mr. Davis occupied several of its most prominent pulpits, serving at Hartwick, New Hartford, Madison, Mahlens, Cortland, and Utica. In 1859, he removed to Edgartown, Martha's Vineyard. Thence he came to Warren, and later was in charge of the First Church of Newport. He purchased and published the Newport Daily News and later established the Newport Journal, a weekly paper. He published also "Life in Itinerancy," "Life in the Laity," "Creeds of Churches," "The Children in Heaven," "History of Methodism in Cortland." He was twice elected a member of the General Assembly from Newport.

ARTHUR WELLINGTON DENNIS, 1909-1910, of Providence, was born in that city, April 11, 1846, and was educated at Providence High School. He was member of the Providence school committee for a number of years; member of the common council, three years; president of the common council, 1888-89; and member of the board of aldermen, 1890. He was Representative, 1905-1906; Deputy Speaker, 1905; and Speaker, 1906. He was Lieutenant Governor, 1909-1910.

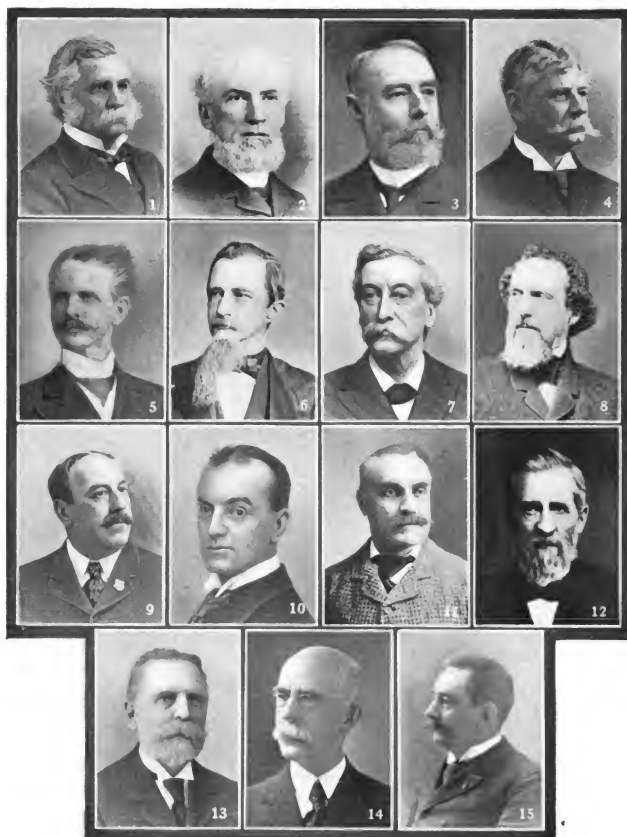
ELISHA DYER, 1897-1900, was born in Providence, Nov. 28, 1839. He was educated in the public schools, University Grammar School, Brown University, and the University of Giessen, Germany, from which he was graduated in August, 1860, receiving the degree of Doctor of Philosophy. As Adjutant General, General Dyer corrected and completed the war records of the State, and from them compiled the Revised Report of the Adjutant General of 1865. In 1877 he was elected State Senator from North Kingstown; in 1878, appointed by Governor Van Zandt a member of the State Board of Health for five years; in 1880 and 1881, elected a Representative from Providence. He was a member of the school committee of Providence, 1888-1897, and a member of the board of aldermen, 1891. He was Governor, 1897-1900.

HENRY H. FAY, 1880-1883, was born in New Paltz, N. Y., in 1835. Graduated from University of Rochester in 1856, in the same year he established a school for boys at Newport. He was a member of the General Assembly, 1875-1880, and was Lieutenant Governor, 1880-1883.

CHARLES HARRIS FISHER, 1870-1881, was born June 30, 1822, at Killingly, Conn. He was educated at Dartmouth, Harvard, and the University of New York. He practiced medicine at North Scituate and at one time served as Superintendent of Public Schools. He was elected to the State Senate in 1869, and again in 1877-1879. He was appointed member of the State Board of Health, 1878, and in 1880 was made State Registrar of Vital Statistics and Commissioner of Public Health. He died in Buffalo, New York, November 12, 1893.

- E. CHARLES FRANCIS, 1909-1920, was born in Utica, N. Y., Sept. 6, 1851. He was educated in the public schools of Cambridge, Mass. He removed to Woonsocket in 1870. He represented Woonsocket in the State Senate, 1894-1897. Has been a member of the State Board of Education since 1909.
- LUCIUS FAYETTE CLARK GARVIN, 1903-1905, was born in Knoxville, Tenn., Nov. 13, 1841. He served during the Civil War as a private in the 51st Regiment, Massachusetts Volunteers. He was prepared for college at Greensboro, N. C., and entered Amherst College, from which he was graduated in the class of 1862. From the Harvard Medical School he was graduated in 1867. He represented Cumberland in the General Assembly, 13 years in the House of Representatives, three years in the Senate. He was Governor, 1903-1905.
- GEORGE WASHINGTON GREENE, 1870-1874, was born in East Greenwich, April 8, 1811. He served as United States Consul at Rome, 1837-1845, and for several years was professor of modern languages at Brown University. He was a member of the General Assembly, 1865. In 1872, he was made professor of American history at Cornell University. He wrote "Historical Studies," 1850; "History and Geography of the Middle Ages," 1851; "Biographical Studies," 1860; "Historic Review of the American Revolution," 1865; "The German Element in the War of American Independence," 1876; "Short History of Rhode Island," 1877; several biographies of his grandfather, General Nathanael Greene; two works on botany and one on French grammar. He died in East Greenwich, February 2, 1883.
- WILLIAM GREGORY, 1898-1901, of North Kingstown, was born at Astoria, N. Y., Aug. 3, 1849. He was Representative from North Kingstown, 1888-1892; State Senator, 1894-1898. He was Lieutenant Governor, 1898-1900, and Governor, 1900-1901. In 1901, he was re-elected as Governor for the term beginning January, 1902, but died before being inaugurated.
- JAMES HENRY HIGGINS, 1907-1909, of Pawtucket, was born Jan. 22, 1876, in Saylesville, Lincoln, R. I. He was graduated from the Pawtucket High School, 1894; from Brown University, 1898; and from Georgetown Law School, 1900. He was Mayor of Pawtucket, 1903-1907, and Governor, 1907-1909. He is a lawyer.
- FRANK HILL, 1897-1920, of Hopkinton, was born in Ithaca, N. Y., June 28, 1861, and was graduated from Alfred University, 1883. He was principal of the high school at North Loup, Nebraska, 1881-1882, and principal of the high school at Ashaway, 1882-1885. He represented Hopkinton in the General Assembly, 1893-1898, and was a member of the committee on education five years, four of which he was the chairman. He was influential in bringing about a survey of the public schools in 1896-1897, that resulted in the enactment in 1898 of "An Act to Secure a More Uniform High Standard in the Public Schools," a measure that contained provision for state support for high school education and for the consolidation of schools, and for state certification of all public school teachers. He has been a member of the State Board of Education since 1897.
- SAMUEL ROBERTSON HONEY, 1887-1888, of Newport, was born in London, England, June 14, 1842. He was educated in England. During the Civil War he was promoted successively from the rank of Corporal through the grades of Sergeant, Sergeant-Major, Second and First Lieutenant, and Adjutant to Captain in the regular army of the United States. He served with First Battalion, 15th U. S. Infantry, in the Army of the Cumberland from Jan. 13, 1863, to Sept. 1, 1864, taking part in the engagements at Hoover's Gap, Tullahoma, Chickamauga, Chattanooga and Missionary Ridge, Buzzard's Roost, Graysville, Ga., Dalton, Resaca, New Hope Church, Kenesaw Mountain, Peach Tree Creek, Utoy Creek and Jonesboro, in which

PAST MEMBERS, STATE BOARD OF EDUCATION



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| 1. J. W. DAVIS | 2. L. D. DAVIS | 3. A. W. DENNIS | 4. ELISHA DYER |
| 5. H. H. FAY | 6. C. H. FISHER | 7. L. F. C. GARVIN | 8. G. W. GREENE |
| 9. WILLIAM GREGORY | 10. J. H. HIGGINS | 11. S. R. HONEY | 12. A. C. HOWARD |
| 13. HENRY HOWARD | 14. F. H. JACKSON | 15. J. E. KENDRICK | |

- last engagement he was severely wounded, Sept. 1, 1864. He was brevetted Captain for gallantry in action at Jonesboro. He served as acting Judge Advocate, Third Military District (staffs of Generals Pope and Meade successively) in 1867 and 1868 at Atlanta, Ga. He resigned from the army in 1870. He was admitted to the bar in Montgomery, Ala., and while a resident of Rhode Island was a lawyer.
- ALBERT C. HOWARD**, 1877-1880, was born in Cranston, February 29, 1828. He was educated at Smithfield Seminary. At the outbreak of the Civil War, he enlisted as a private, and was promoted to the office of First Lieutenant, and then Captain, 11th Regiment, R. I. Volunteers. He was a member of the General Assembly, 1873-1874, and Lieutenant Governor, 1877-1880. He died July 3, 1910.
- HENRY HOWARD**, 1873-1875, was born in Cranston, R. I., April 2, 1826. He was educated at the University Grammar School. He represented Coventry in the General Assembly, 1857-1858. Governor Howard was a vigorous writer, his contributions of prose and poetry and letters of travel being published in the Providence Journal and other newspapers. He was Governor of Rhode Island, 1873-1875.
- FREDERICK H. JACKSON**, 1905-1908, of Providence, was born in Kirkland, N. Y., October 9, 1847. He was educated at Jackson Military Institute, Danbury, Conn., and Cornell University, 1873. He was Lieutenant Governor, 1905-1908.
- JOHN E. KENDRICK**, 1891-1914, was born in Providence, June 17, 1854. He was graduated from Wesleyan University, Middletown, Conn., 1876. He was a member of the Providence common council, 1890-1912, and of the Providence school committee, 1887-1910. He was a member of the State Board of Education from 1891 until he died in 1914.
- CHARLES DEAN KIMBALL**, 1900-1903, of Providence, was born in that city, Sept. 13, 1859, and was educated in the public schools. He represented Providence in the General Assembly, 1894-1900, and was Lieutenant Governor from May, 1900, to Jan., 1902, and Governor, 1902-1903.
- HERBERT W. LADD**, 1889-1890, 1891-1892, of Providence, was born in New Bedford, Oct. 15, 1843, and was educated in the public schools of that city. His news letters from various points in the south and west during the progress of the Civil War were of exceptional merit and interest. He was twice elected Governor, 1889-1890 and 1891-1892.
- ENOS LAPHAM**, 1888-1889, of Warwick, was born in Burrillville, Sept. 13, 1821. He was educated in the public schools, and at Bushee's Seminary, Smithfield. He served as a member of the town council of Warwick. He was Senator from Warwick, 1886-1887, and Lieutenant Governor, 1888-1889.
- DANIEL LEACH**, 1870-1889, was born in Bridgewater, Mass., June 6, 1806. He was graduated from Brown University, 1830; studied divinity for two years at Andover, Mass., and was ordained, 1832. In 1837, he became principal of the Classical School of Roxbury, and later he was Agent of the Massachusetts State Board of Education. He was Superintendent of Public Schools in Providence, 1855-1889. He published several series of text books for use in the public schools. He died in Providence.
- CHARLES WARREN LIPPITT**, 1895-1897, was born in Providence, Oct. 8, 1846. He was prepared for college at the University Grammar School and was graduated from Brown University, 1865. He was Governor, 1895-1897.
- HENRY LIPPITT**, 1875-1877, was born in Providence, Oct. 9, 1818. He was educated at Kingston Academy. He was twice elected governor, 1875 and 1876. Governor Lippitt died in Providence in 1891.

ALFRED HENRY LITTLEFIELD, 1880-1883, was born in Scituate, April 2, 1829. He was a member of the town council of Lincoln, 1873-1877; represented Lincoln in the House of Representatives, 1876-1877, and in the Senate 1878-1879. He was Governor, 1880-1883. In his annual message to the General Assembly in 1882 he recommended the establishment of a state industrial school for dependent and unfortunate children, and also urged that the public school system be modified so as to prepare the children of the people for participation in the development of the manufacturing and industrial interests of the state. He died in Lincoln, Dec. 21, 1893.

DANIEL G. LITTLEFIELD, 1889-1890, of Lincoln, was born in North Kingstown, Nov. 23, 1822. He represented Northampton for two years in the House of Representatives of Massachusetts. He was elected Lieutenant Governor, 1889.

GEORGE ABNER LITTLEFIELD, 1885-1889, was born in Chelsea, Mass., Feb. 11, 1851. He was graduated from Kimball Union Academy, and from Harvard University, 1878. He taught in Weymouth, Danvers and Malden, being the first Superintendent of Schools in Malden. He served as Superintendent in Lawrence, as a supervisor in Boston, and in Newport as Superintendent of Schools, 1882-1889. He was Principal of the Rhode Island Normal School, 1889-1892. He was Representative in the General Assembly from Providence, 1895-1897, and 1900-1901. As an orator he is remembered for his addresses on Abraham Lincoln and Daniel Webster, which he delivered many times in New England. Mr. Littlefield died suddenly in Providence on Aug. 28, 1906.

GEORGE LYMAN LOCKE, 1871-1886, was born in Boston, Mass., Aug. 28, 1835. He was graduated from Boston Latin School and from Harvard, 1859. He was assistant minister of Graec Church, Boston, and Trinity Church, Boston, and for many years he was rector of Saint Michael's Episcopal Church, Bristol. He served the town of Bristol as member of the school committee for many years. He died in Bristol in 1919.

JOHN HOWARD MANCHESTER, 1890-1894, was born in Bristol, March 24, 1842. For 20 years he served the town of Bristol as member of the school committee, and for several years as member of the town council. He was collector of the port of Bristol and Warren, 1884-1888.

FRANK EMERSON McFEE, 1887-1890, was born in Haverhill, Mass., Nov. 17, 1851. He was graduated from Haverhill High School and Brown University, 1875. For four years he was principal of the Washington Academy, Wickford. In 1879 he became principal of Bernon Grammar School, Woonsocket; in 1884 was appointed sub-master in the Woonsocket High school; in 1886 was elected Superintendent of Schools, Woonsocket. In this office he continued until his death, Feb. 4, 1915.

SETH PADELFOED, 1870-1873, was born in Taunton, Mass., Oct. 3, 1867. He was a member of the Providence city council, 1837-1841, and 1851-1852; of the Providence school committee, 1837-1841, 1851-1853, and 1864-1873; Representative in the General Assembly from Providence, 1852-1853; Lieutenant Governor, 1863-1865; and Governor, 1869-1873. He died Aug. 26, 1878, in Providence.

EZRA KNIGHT PARKER, 1874-1880, was born in Scituate, Dec. 29, 1832. He was graduated from Dartmouth College in 1857. He studied law at Portsmouth, Va. He enlisted in the Union Army from Rhode Island Sept. 4, 1861, as private in Battery D, 1st Rhode Island Light Artillery; Sept. 7, 1861, was commissioned Second Lieutenant; April 8, 1864, was commissioned First Lieutenant, Battery E, of the same regiment, and commanded the battery from September, 1864, until June, 1865. He was Assistant Adjutant General of the Artillery Brigade, First Division, First

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| 1. C. D. KIMBALL | 2. H. W. LADD | 3. DANIEL LEACH | 4. C. W. LIPPITT |
| 5. HENRY LIPPITT | 6. A. H. LITTLEFIELD | 7. G. A. LITTLEFIELD | 8. G. L. LOCKE |
| 9. J. H. MANCHESTER | 10. F. E. MCFEE | 11. SETH PADELDFORD | 12. E. K. PARKER |
| 13. A. J. POTHIER | 14. O. J. RATHBUN | 15. G. L. SHEPLEY | |

Army Corps, Army of Potomac; and was mustered out June 14, 1864. In Coventry he has been moderator, chairman of the school committee, president of the town council, and town solicitor. He was Representative in the General Assembly from Coventry, 1898-1900; and Senator, 1900-1902. He was prominent in the Grand Army of the Republic, and was Commander-in-Chief for Rhode Island. He died in 1919.

ARAM J. POTHIER, 1897-1898, 1907-1915, of Woonsocket, was born in Quebec, in 1854. He was educated at Nicolet College. He was a member of the school committee, Woonsocket, 1885-1889; member of the House of Representatives, 1887-1888; Commissioner from Rhode Island to the International Exposition at Paris, 1889, and to the Paris Exposition, 1900; Mayor of Woonsocket, 1894-1895; Lieutenant Governor, 1897-1898; and Governor, 1909-1915. He was an elected member of State Board of Education, 1907-1909.

OSCAR JENCKES RATHBUN, 1883-1885, was born in Woonsocket, March 12, 1832. He was educated at Worcester High School and Clinton Liberal Institute, Clinton, New York. He served for two years as Representative from Woonsocket in the General Assembly. He was Lieutenant Governor, 1883-1885. He died Feb. 1, 1892.

FREDERICK RUECKERT, 1914-1920, was born in Providence, November 21, 1855. He was educated in the public schools and at Brown University, from which he was graduated, 1877. He was admitted to the Rhode Island Bar, 1880, and entered upon the practice of his profession. He represented Providence in the General Assembly, 1891-1892; and was a member of the Providence school committee, 1894-1912; and its president, 1903-1912. He was clerk of the District Court of the Sixth Judicial District, 1895-1905, and was elected Justice of this court, 1905, a position that he still holds. He has been a member of the State Board of Education since 1914, and is the chairman. As justice of the juvenile section of the Sixth District Court his service has attracted attention beyond the borders of Rhode Island. Rhode Island State College granted him the honorary degree of LL. D. June 14, 1920.

EMERY J. SAN SOUCI, 1915-1920, of Providence, was born in Saco, Maine, July 24, 1857, receiving his education in the common schools. He was member of the common council of the city of Providence, 1901-1906. He has been Lieutenant Governor since 1915.

GEORGE L. SHEPLEY, 1901-1903, was born in Dover, N. H., October 11, 1854. He was educated in the public schools of Providence. He was Lieutenant Governor, 1901-1903.

HENRY TILLINGHAST SISSON, 1875-1877, was born in Little Compton. At the outbreak of the Civil War he enlisted in the First Regiment, R. I. Volunteers, and was appointed paymaster, ranking as Lieutenant. May 20, 1861, he was commissioned Captain, First R. I. Artillery; Feb. 5, 1862, Major of the Third R. I. Heavy Artillery; resigned Aug. 6, 1862. Nov. 5, 1862, he became Colonel of the Fifth Regiment, R. I. Heavy Artillery. April 13, 1863, the Fifth R. I. Heavy Artillery raised the siege at Fort Washington, N. C., and relieved the 27th and 45th Regiments, Massachusetts Volunteers who had been surrounded by an overwhelming Confederate force under General Magruder. A relief party of nearly 5,000 Union soldiers failed to break the Confederate line, in an attempt to relieve Fort Washington. Colonel Sisson asked permission to try to run the Confederate batteries on the Tar River and carry aid by water. His project was at first condemned as foolhardy, but at length he was given permission, if he could find volunteers. His regiment volunteered unanimously. The passage on the river was made in a small steamboat covered with bales of hay for armor. The steamboat carried the 388 members of the Fifth R. I. Heavy Artillery, and ample

supplies of food and ammunition to relieve the garrison. In commemoration of this achievement the State of Rhode Island and Providence Plantations and the Commonwealth of Massachusetts have erected a bronze monument to Colonel Henry Tillinghast Sisson at Little Compton. He served as Lieutenant Governor, 1875-1876.

AUGUSTUS D. SMALL, 1871-1873, was born March 28, 1844, in Bangor, Me. He was graduated from Colby College, 1865. He was principal of Coburn Institute, Waterville, in the last two terms of his senior year. After graduation he was employed for one year, 1865-1866, as assistant in the Literary Institution, at Suffield, Conn. He was principal of the Rockland, Me., High School, 1867 to 1871; principal of the High School at Newport, 1871; Superintendent of Schools, Newport, 1871-1873; member of the State Board of Education, 1871-1873; Superintendent of Schools of Salem, Mass., 1873; sub-master in the Lawrence Grammar School of South Boston, Mass., 1882-1901; headmaster, South Boston High School, 1901-1914, and in 1914 became principal of the De Meritte School. He makes his home in Allston, Mass.

PERCY DINSMORE SMITH, 1890-1894, of Gloucester, was born in that town, Sept. 15, 1863. Was educated at Nichols Academy, and graduated from Brown University, 1889. He was a member of the House of Representatives, 1889-1894; town moderator, member of the school committee, and Superintendent of Schools of Gloucester.

AMOS FLETCHER SPALDING, 1870-1871, was born in Boston, Mass., Jan. 12, 1821. He was graduated from Boston High School, the Baptist Academy at Worcester and Brown University, 1847. He studied at Newton Theological Seminary, and was pastor of churches in Montreal, Hanover, Cambridge, Calais, Me., Warren, R. I., Norwich, Conn. and Needham, Mass. He died in November, 1877.

HENRY A. STEARNS, 1891-1892, of Lincoln, was born in Billerica, Mass., Oct. 23, 1825. When 21 years of age he went to Cincinnati, O., and established the first factory for the manufacture of cotton wadding west of the Alleghanies. In 1850 he went to California, taking with him machinery for a steam laundry. He afterwards ran the first regular steam ferry from San Francisco to Oakland. Mr. Stearns devised several mechanical contrivances of value, and had marked inventive ability. He held numerous town offices in Lincoln and represented the town in the General Assembly as a Representative in 1878-81, and as Senator in 1881-84, and 1887-88. He was Lieutenant Governor, 1891-1892.

PARDON W. STEVENS, 1870-1872, was born Sept. 15, 1815, at Newport. He served as a member of the Newport common council, 1854, and as alderman, 1857. He represented Newport in the General Assembly, 1859-1868; became Senator, 1863-1868; Lieutenant Governor, 1868-1872; and an inspector of customs for the port of Newport, 1872-1875. He died in Newport, April 19, 1875.

ROYAL C. TAFT, 1888-1889, of Providence, was born in Northbridge, Mass., Feb. 14, 1823. He was educated at Worcester Academy, Worcester, Mass. He was a Representative from Providence, 1880-1884, and he was a member of the Providence city council, 1855-1856. He was Governor of Rhode Island, 1888-1889.

FRANK EDGAR THOMPSON, 1890-1920, was born in Somersworth, N. H., and received his early education in the schools of that town and of Dover. He fitted for college at Phillips Exeter Academy, and was graduated from Dartmouth College, 1871, receiving the degree of Master of Arts three years later. After leaving college, he was instructor at Phillips Andover Academy for two years. This position was resigned to accept the submaster-ship of

PAST MEMBERS, STATE BOARD OF EDUCATION



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| 1. H. T. Sisson | 2. A. D. Small | 3. P. D. Smith | 4. H. A. Stearns |
| 5. P. W. Stevens | 6. R. C. Taft | 7. G. H. Utter | 8. C. C. Van Zandt |
| 9. W. T. C. Wardwell | 10. R. C. Watrous | 11. G. P. Wetmore | 12. C. J. White |

No pictures of Enos Lapham, Daniel G. Littlefield, Amos F. Spalding and Frederick W. Tilton, members of the Board of Education, and of Henry Rousmaniere, Commissioner of Public Schools, 1861-1863, could be found. Otherwise the series is complete for 75 years of the Commissioners and 50 years of the Board.—Carroll.

the Rogers High School in Newport, R. I., and in 1890 the position of Headmaster, which position he now holds. Since 1890, Mr. Thompson has been a member of the State Board of Education; in connection with his associates he has been instrumental in bringing about many changes for the improvement of education in the State. In 1919 in recognition of long service in the cause of education the honorary degree of Doctor of Education was conferred upon him by the Rhode Island State College.

FREDERICK W. TILTON, 1870-1872, was born in Cambridge, Mass., 1839. He was educated in Cambridge schools, and was graduated from Harvard, 1862. He studied at Gottingen University, Germany, 1862-1863; taught in Worcester, Mass., 1863-66; was Superintendent of Schools, Newport, 1867-71; was principal of Phillips Academy, Andover, Mass., 1871-72; was headmaster of Rogers High School, Newport, 1873-90, and lived in Europe four years, 1890-94.

GEORGE HERBERT UTTER, 1904-1907, of Westerly, was born July 24, 1854, in Plainfield, N. J., coming to Westerly in 1861. He was graduated from Amherst College, 1877. He was a member of the House of Representatives, 1885-89, being Speaker in the latter year. He was Senator from Westerly, 1889-1891; Secretary of State, 1891-1894, Lieutenant Governor, 1904, and Governor, 1905-1907. He was a member of Congress, 1911-1912, dying during the campaign of 1912. He was a printer, and publisher of the Westerly Sun.

CHARLES COLLINS VAN ZANDT, 1873-1875, 1877-1880, was born in Newport, Aug. 10, 1830. He was educated in the schools of Newport, and was graduated from Trinity College, Hartford, 1851. He was admitted to the Rhode Island Bar in 1853. He was city solicitor of Newport in 1855; Clerk of the House of Representatives, 1855-1857; Representative from Newport in the General Assembly at various times between 1857 and 1873, being Speaker of the House, 1858-1859, 1856-1859, 1871-1873; represented Newport in the State Senate, 1873-1874; was chairman of the committee on judiciary. He was Lieutenant Governor, 1873-1875, and Governor, 1877-1880. He was a gifted speaker. He published "Newport Ballads," a collection of poetry relating to quaint characters of former days of Newport. He died June 4, 1894.

WILLIAM THOMAS CHURCH WARDELL, 1890-1891, of Bristol, was born in that town, Sept. 20, 1835, and was educated in the public schools. He served as a member of the town council of Bristol, and represented that town in both branches of the General Assembly. He was Lieutenant Governor of Rhode Island, 1890-1891.

RALPH C. WATROUS, 1908-1909, of Warwick, was born in Mystic, Conn., July 19, 1866, and was educated in the public schools of his native town and at Hopkinton, R. I. He was a member of the town council of Warwick, 1906-1907. He was Lieutenant Governor, 1908-1909.

GEORGE PEABODY WETMORE, 1885-1887, of Newport, was born in London, England, Aug. 2, 1846. He was graduated from Yale College, 1867, and received the degree of A. M., 1871; and the degree of LL. B. at Columbia College, 1869. He served as Governor, 1885-1887. He was elected to the United States Senate, representing Rhode Island, 1895-1913.

CHARLES J. WHITE, 1881-1887, 1894-1906, was born in Boston, Mass. May 22, 1836, and graduated from Williston Seminary and Tufts College 1858. In the same year he became principal of Milford High School. He was ordained to the Christian ministry in the Universalist Church, and served at East Boston and Woonsocket. Previous to 1886 he was Superintendent of Public Schools in Woonsocket. He died in 1906.

COMMISSIONER OF PUBLIC SCHOOLS, 1845-1920

From one point of view the history of the Commissioner of Public Schools is substantially the story of the establishment and development of a state system of public school administration. Although public school education began in Rhode Island in 1640, and the General Assembly, as early as 1800, made provision for state support of town public schools, there was no suggestion in the law of a state system of schools until, in 1836, the General Assembly requested town clerks to report, with statistics of defective children, the number of children attending public schools and the amount of school money received from the General Treasurer. A general law enacted in 1838 required more detailed and more elaborate reports, and directed the Secretary of State to furnish blanks.

The first General Assembly elected under the Constitution of 1842-1843, upon the motion of Hon. Wilkins Updike, directed the Governor to appoint an agent, whose duty it should be to make a survey of schools and report to the General Assembly. Governor James Fenner appointed Henry Barnard, late secretary of the school commissioners of Connecticut, to be State Agent, on December 6, 1843. Substantially the work of the survey followed two principal lines: An appraisal of the public schools, and an awakening of interest among the people generally in the promotion of measures for improvement. Both were successful. An educational revival was conducted. Measures for improvement were embodied in a general school law, 1845, outlining a system of schools and a plan for administration fundamentally similar to that still maintained in Rhode Island.

The new school law of 1845 provided for the appointment of a Commissioner of Public Schools, whose duties required him to be an educational expert or adviser to the General Assembly, a publicity agent for maintaining public interest, an efficiency agent for projects for improvement of schools, an amiable counsellor of school officers, the dispenser of state school money, a state superintendent of schools, an agent for the training of teachers and the improvement of teachers in service, a school statistician, and a judicial officer conducting a legal tribunal for the settlement of controversies arising in connection with school administration. Henry Barnard was appointed first Commissioner of Public Schools, and served four years, 1845-1849. The five year period, 1844-1849, comprising the service of Henry Barnard as Agent and as Commissioner, was marked by unprecedented progress in the rehabilitation of the physical school plant and in the building of new schoolhouses of approved types, by a splendid awakening of popular interest in public education, and by the conservation of gains made by statutory enactments. On the substantial foundation laid by Henry Barnard, his successors in office continued to build, evolving gradually the Rhode Island system of schools.

Elisha R. Potter, who had been Henry Barnard's assistant and associate, was his successor, 1849-1855. An able and experienced lawyer and public officer, Commissioner Potter, in rewriting the Barnard Law in 1851, recast it into legal language, the change tending to make the legislation more effective. Commissioner Potter ably carried forward the general policies of Commissioner Barnard. Through his endeavor, after two unsuccessful ventures in private normal schools, a state-supported normal school was established in 1854. He repressed agitation that might have precipitated a religious conflict in public education and that

might have proved as disastrous in Rhode Island as elsewhere. He was keenly appreciative of the significance of the Commissioner's judicial authority, and did much as Commissioner, through exercise of this power, to win prestige and to establish dignity for his office. Subsequently, as Associate Justice of the Supreme Court, he wrote the opinion of the Court in Cottrell's Appeal, a decision that laid down the rule for the interpretation of the jurisdiction of the Commissioner. Realizing the importance of a close affiliation with the General Assembly, as the repository of power through law to advance public education, he recommended in 1855 the establishment of a state board of education. He advocated free schools or the abolition of tuition, and also free textbooks. During his administration the state appropriation was increased from \$25,000, first to \$35,000, and thereafter to \$50,000.

Rev. Robert Allyn of East Greenwich succeeded Commissioner Potter, 1855-1858. His most significant service was an investigation of school enrollment, attendance and finance, and a detailed statistical report thereon to the General Assembly. He also sustained the judicial authority, and recommended free schools and free textbooks.

John Kingsbury was Commissioner, 1858-1859. In his year of service he visited every schoolhouse in the state and made a report of conditions as he found them, affording material for a comparison with the report made by Henry Barnard fifteen years earlier. Joshua B. Chapin, 1859-1861, and 1863-1869, and Henry Rousmaniere, 1861-1863, were the next Commissioners. In the administration of Commissioner Rousmaniere the Civil War overshadowed other interests. The abolition of tuition during Dr. Chapin's administration made the public schools free schools after 1868. The fifteen year period, 1854-1869, had been less aggressive than the preceding decade, and the necessities of the hour demanded a man of action.

Thomas W. Bicknell was appointed Commissioner in 1869. He came to the office in the prime of exuberant manhood, and with the determination to re-establish for the Commissioner of Public Schools a prestige that had not been maintained by his immediate predecessors. One of his first recommendations was the appointment of a State Board of Education, and the General Assembly voted favorably. With Commissioner Bicknell as a vigorous, enthusiastic and able counsellor, the State Board of Education must share credit for the successful inauguration of its recommendation on several important measures, among them the re-establishment of Rhode Island Normal School, mandatory supervision, town appropriations to equal state appropriations, truancy legislation, support for evening schools and support for free public libraries. Commissioner Bicknell began an active campaign for the eradication of illiteracy. He resigned in 1875.

Thomas B. Stockwell succeeded Commissioner Bicknell, 1875-1905, serving thirty years, a period equal to the combined terms of all his predecessors. Continuing the campaign against illiteracy, Commissioner Stockwell soon realized that any measure short of compulsory attendance must fail of solving the problem of minor illiteracy. He was supported earnestly by the State Board of Education. By gradual change in the statutes a satisfactory attendance law was achieved. In 1884 the annual appropriation for teachers was made \$120,000. In 1893 free textbooks were ordered by the General Assembly. In consequence of a special report by the State Board of Education in 1898, the General Assembly made provision for state support for high school education, for consolidation of schools, and for state certification of teachers. To this period also belongs the beginnings

of Rhode Island State College, Rhode Island Institute for the Deaf, Rhode Island School of Design and the State Home and School.

When Commissioner Stockwell resigned in 1905, the State Board of Education elected as his successor Walter E. Ranger, who at the time was State Superintendent in Vermont. The fifteen years since 1905 have witnessed a remarkable extension and improvement of public education. Commissioner Ranger in his first year of service undertook a general survey of schools, and in his second report recommended pensions for teachers, a state system of traveling libraries, a state home and school for the feeble-minded, state certification of superintendents, extension of high school education, industrial and trade education, improved school sanitation, reasonable tenure for teachers, a summer school for teachers. All of these recommendations have been carried into effect, and, besides these, provision has been made for a graduate department of education at Brown University, free state scholarships at Rhode Island College of Pharmacy, mandatory support of high school education, stricter and more perfect compulsory attendance laws, establishment and maintenance of uniform high standards for all schools, the teacher's minimum salary law, extension of and larger support for trained supervision, special aid for deficient schools, Americanization and the elimination of illiteracy, medical inspection, sight and hearing test, dental clinics, and physical training. Besides making his regular annual reports to the State Board of Education, the Commissioner made a special report on vocational education, and as a member of a special commission wrote a report on the State College and the obligation of the state to support it. Through his effort the General Assembly was persuaded to accept the provisions of the Federal Vocational Education Act, and to set up state machinery and provide state appropriation for vocational education and the training of vocational teachers.

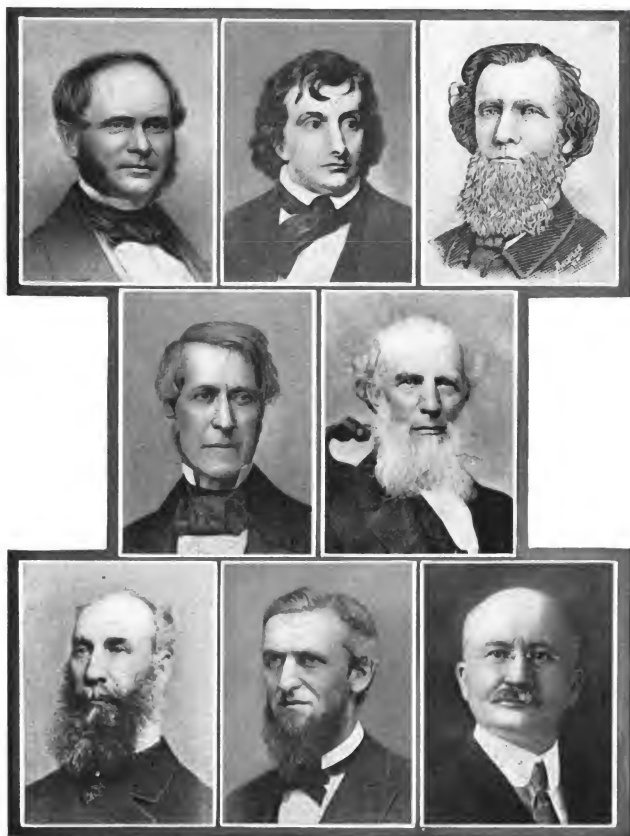
The General Assembly of 1920 has changed the title of this chief administrative educational officer to Commissioner of Education.

SKETCHES OF THE COMMISSIONERS

HENRY BARNARD, 1843-1849, was born at Hartford, Conn., Jan. 24, 1811.

He was prepared for college in Monson, Mass., and Hopkins Grammar School, Hartford, and graduated from Yale, 1830. He studied law and was admitted to the bar in Connecticut, 1835. He went abroad to travel and study. He was a member of the Connecticut Legislature, 1837-1840. He advocated various reforms, including improvement of the common schools. He secured the passage of legislation requiring the Comptroller to obtain from school visitors official reports respecting public schools; and acts to provide for the better supervision of common schools, for school-houses of better construction, for the normal academy and high schools, etc. He was Secretary of the Board of School Commissioners in Connecticut, 1838-1842. He was called to Rhode Island to undertake the survey of the public schools authorized by the General Assembly in 1843. In his report to the General Assembly he advocated various improvements in the public schools, including the codification of school laws of the state. An act drawn by him and passed by the General Assembly in 1845 laid the foundation for the present system of administering the public schools of Rhode Island. He was elected Commissioner of Public Schools under the act of 1845. He served until 1849, when he retired because of ill health. He was Superintendent of the Connecticut State Schools, 1850-1854, and President of the

COMMISSIONERS OF PUBLIC SCHOOLS



HENRY BARNARD
1845-1849

ELISHA R. POTTER
1859-1854

ROBERT ALLYN
1854-1858

JOHN KINGSBURY
1858-1859

JOSHUA B. CHAPIN
1859-1861, 1853-1869

THOMAS W. BICKNELL
1869-1875

THOMAS B. STOCKWELL
1875-1905

WALTER E. RANGER
1904-1920

State University of Wisconsin, 1857-1859. He was President of St. John's College, 1865-1867, and in 1867 was appointed first United States Commissioner of Education, holding that office until 1870. While in Rhode Island he published the *School Journal*. In Connecticut he founded the *Common School Journal*. 1855 he commenced the publication of the *American Journal of Education*, and a monumental encyclopedia of education. 1886 he published a collected edition of his works entitled "The American Library of Schools and Educators." It comprised 52 volumes and over 800 original articles. He died July 6, 1900.

ELISHA REYNOLDS POTTER, 1849-1854, educator, lawyer, jurist, member of the General Assembly, Representative in Congress, author, was born in South Kingstown, June 20, 1811, son of Elisha Reynolds Potter, lawyer, member of the General Assembly, and Congressman. The elder Potter was born in South Kingstown, Nov. 5, 1764. In 1793 he was elected to the General Assembly, and was continuously re-elected until his death, September 26, 1835, except when serving Rhode Island as a member of Congress, 1796-1798, 1809-1815. The younger Potter was also a member of the General Assembly, was Adjutant General, 1835-1836, and was Representative in Congress, 1843-1845. He was assistant to Henry Barnard as Commissioner of Public Schools, and succeeded Mr. Barnard, serving from 1849 to 1854. He was subsequently elected to be a Justice of the Rhode Island Supreme Court in 1858, and served until his death, April 10, 1882. He published, besides his *School Reports* and the "Rhode Island Schoolmaster," "Early History of Narragansett," "Paper Money in Rhode Island," and various papers on "Suffrage."

ROBERT ALLYN, 1854-1858, third Commissioner of Public Schools, was a native of Connecticut and was graduated from Wesleyan University, Middletown, 1841. Although ordained minister, he was engaged in the profession of education almost continuously from 1841 to June, 1892. First he taught at Wesleyan University. He was principal of the Willbraham Academy, Mass., 1845-1848, East Greenwich Academy, 1848-1854. He was Commissioner of Public Schools, 1854-1858; Professor of languages at Athens University; President of Cincinnati Wesleyan Female College; President of McKendree College, 1863-1874, and President of the Southern Illinois University, 1874-1892. He died in Carbondale, Illinois, December 29, 1893.

JOHN KINGSBURY, 1858-1859, was born at South Coventry, Conn., May 26, 1801. He was graduated from Brown University, 1826, and soon after began to teach in a private school. 1828 he became principal of the Young Ladies' High School, continuing for 30 years. He was appointed Commissioner of Public Schools, 1858, serving one year. In 1844 he became a Trustee of Brown University, and from 1853 until he died, 1874, he was a Fellow of the University and Secretary of the corporation.

JOSHUA BICKNELL CHAPIN, 1859-1861, 1863-1869, was born at Hillsboro, N. H., August 19, 1814. He completed a four-year course at Brown University in 1835, and received the degree of Bachelor of Arts with the class of 1838, the same year that he was graduated, M. D., from Berkshire Medical Institution. He was a physician, druggist and photographer in Providence. He served as Commissioner of Public Schools, 1859-1861, and 1863-1869. He was editor of the *Rhode Island Schoolmaster*, and a member of the Phi Beta Kappa. He died June 7, 1881.

HENRY ROUSMANIERE, 1861-1863, was born at Newport, 1809, and educated in his native town. In 1832, with his brother, he purchased the *Pawtucket Chronicle* and *Rhode Island and Massachusetts Register*, and continued to publish the paper until 1839. In 1861 he was appointed Commissioner of Public Schools. He died in Providence, May 19, 1868. While Commissioner and afterward he was a prominent speaker at teachers' institutes. His address at the dedication of a Newport school has been preserved in pamphlet form.

THOMAS WILLIAMS BICKNELL, 1869-1875, was born at Barrington, Sept. 6, 1834. He was graduated from Thetford Academy, 1852, and from Brown University, 1860. During the senior year at Brown he was Representative in the General Assembly. He became a teacher. In 1869 he was appointed Commissioner of Public Schools. He served six years, during which time, with the coöperation of the State Board of Education, which was created on his recommendation to the General Assembly, he was influential in securing many important advances of public education, among them the re-establishment of Rhode Island Normal School. He resigned in 1875 to become editor of the *New England Journal of Education*. In 1877 he established the *Primary Teacher*, in 1880 the magazine *Education*. He has been prominently associated with many of the most influential educational associations of the United States. His writing in the field of history have been voluminous and significant. Among them is a five volume "History of Rhode Island." Though 86 years of age, he is still vigorous and forceful, and an active participant in many movements for progress.

THOMAS BLANCHARD STOCKWELL, 1875-1905, was born in Worcester, July 6, 1839. He prepared for college at Chicopee High School, and was graduated from Brown University, 1862. After teaching in New Haven and Holyoke, he came to Providence as teacher in the Providence High School, 1864-1875. In 1875 he was appointed Commissioner of Public Schools, continuing in office until 1905, a period longer than the combined service of his predecessors in office. From 1867-1875 he was associate editor and manager of the *Rhode Island Schoolmaster*. Besides the annual reports, 1875-1905, he published a "History of Public Education in the State of Rhode Island, 1639-1876." He was a member of the Barnard Club and its second President and also a member of the American Institute of Instruction and National Education Association. He died February 9, 1906, within a year after his resignation as Commissioner. In commemoration of his services the teachers of Rhode Island have erected a bronze tablet in the State House.

WALTER EUGENE RANGER, 1905-1920, was born at Wilton, Maine, November 22, 1855. He was graduated from Bates College, A. B., 1879. He received the degree of A. M. from Bates College, 1883, and from the University of Vermont, 1902, and the degree of LL. D. from Bates College, 1907. He was principal of Nichols Latin School, Lewiston, Maine, 1879-80; principal of Lenox High School, Massachusetts, 1880-83; principal of Lyndon Institute, Vermont, 1883-96; principal of State Normal School, Johnson, Vermont, 1896-1900; State Superintendent of Public Instruction of Vermont 1900-1905; and has been Commissioner of Public Schools of Rhode Island since 1905. He is president of the Board of Managers of Rhode Island State College, a Trustee and Secretary of Rhode Island College of Education, a Trustee of Rhode Island School of Design and of Bates College, besides being connected as a member or officer with various educational institutions and societies, including the Bates Chapter of Phi Beta Kappa. He is a past president of the American Institute of Instruction, of the Rhode Island Institute of Instruction, of the Vermont School Masters' Club and Vermont Teachers' Association, and of the Barnard Club of Rhode Island. He is well known in and out of Rhode Island as a writer and lecturer on educational, social, ethical and fraternal subjects. His services as educator in four state school systems have given him a fruitful, practical experience, from which Rhode Island has profited in the fifteen years of his occupancy of the chief executive and administrative office in the public school service. After Henry Barnard he was the first American educator called from the chief educational office of one state to a similar office in another state, although the precedent has since been followed several times. The change in the title in the office makes him the first Rhode Island Commissioner of Education.

DESCRIPTIONS

OF

NEW BUILDINGS

MAPLE AVENUE SCHOOL, BARRINGTON

The exterior of the new Maple Avenue school building in Barrington is laid up in Barrington smooth-cut brick, with granite base course, steps and trimmings, and the roof is covered with color blending slate.

On the first floor are four class-rooms, each 24 feet by 30 feet, with slate blackboards, Wilson hygienic wardrobes and teachers' closets. A wide corridor extends across the entire front portion of this floor, connecting the present wing with the proposed future wing. There is also a teachers' room on this floor.

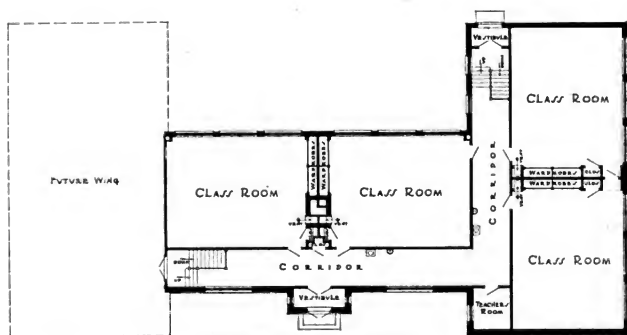


MAPLE AVENUE SCHOOL, BARRINGTON

In the basement are boys' and girls' recreation rooms, boiler and fuel rooms, and toilet accommodations.

The building is finished throughout in North Carolina pine, with hard wood floors, and all plastered walls and ceilings are painted in light warm colors. The building is heated throughout with steam and fully and adequately ventilated. All plumbing work open, and is strictly in accordance with modern sanitary methods. The artificial lighting is by electricity.

The building is so designed and laid out that an additional wing may be added to it at some future period, and the two wings may be built upon and extended to meet future requirements.



FOUR ROOM BRICK SCHOOL HOUSE
MAPLE AVENUE
BARRINGTON, R. I.

Wm E. Walker & Son
Architects
Providence, R. I.

WINDMILL HILL SCHOOL, WARREN

The Windmill Hill school, in the town of Warren, is a one-story frame building containing two class-rooms, each 23 feet by 28 feet. The front of the building is devoted to a corridor and two stairways



WINDMILL HILL SCHOOL, WARREN

leading to a well-lighted basement. The basement is cemented and very dry.

Each class-room is lighted from the side and rear. Electric lights, hot air heat and Kaustine toilets (located in the basement) complete the equipment.

STATISTICAL TABLES

School Year 1919-1920

STATE SUMMARY OF STATISTICS

School Year 1919-1920

SCHOOL POPULATION FROM SCHOOL CENSUS

ENUMERATION BY AGES

Ages	Boys	Girls	Total
5 years	6,329	6,134	12,463
6 "	6,098	6,022	12,120
7 "	6,133	6,045	12,178
8 "	5,809	5,899	11,708
9 "	5,704	5,782	11,486
10 "	5,667	5,627	11,294
11 "	5,413	5,531	10,944
12 "	5,605	5,822	11,427
13 "	5,213	5,325	10,538
14 "	4,961	5,049	10,010
15 "	4,687	4,850	9,537
16 "	4,723	4,767	9,490
17 "	4,462	4,492	8,954
Totals	70,804	71,345	142,149
Increase	1,662	1,862	4,524
Increase in ten years	10,898	11,832	22,730

PUBLIC DAY SCHOOLS

*School Year 1919-1920**Attendance*

Number of different pupils enrolled	†93,501
Increase	2,445
Increase in ten years	13,440
Average number belonging	82,417
Increase	3,236
Increase in ten years	15,142

†In addition 23,662 pupils were reported and enrolled in private and parochial schools.

Average attendance	75,687
Increase	3,352
Increase in ten years	14,200
Aggregate number of months' attendance of all pupils	736,033
Increase	56,121
Increase in ten years	140,266
Per cent of average attendance on whole number of different pupils enrolled	80.9
Increase	1.5
Increase in ten years	4.1
Per cent of average number belonging on whole num- ber enrolled	88.1
Increase	1.1
Increase in ten years	3.9
Per cent of average attendance on average number belonging	91.8
Increase . . . . .	.8
Increase in ten years . . . . .	.4

NOTE.—*Re-enrollments.* 18,000 pupils are reported as having been registered in more than one school in the same town, and 2,413 as having been enrolled in more than one town in the state. Total re-enrollment reported and deducted this year, 20,413; increase, 332.

In Elementary Schools

Per cent of average attendance on whole number enrolled	78.8
Decrease	One per cent
Per cent of average number belonging on whole num- ber enrolled	86.1
Decrease	1.5
Per cent of average attendance on average number belonging	91.6
Decrease	$\frac{4}{10}$ of one per ct.

In High Schools

Per cent of average attendance on whole number enrolled	79.5
Increase	3.6

Per cent of average number belonging on whole number enrolled.....	84.4
Increase.....	3.6
Per cent of average attendance on average number belonging.....	94.2
Increase.....	$\frac{3}{10}$ of one per ct.

Number of Schools

Total number of schools.....	2,306
Increase.....	50
Increase in ten years.....	467
Number of high schools.....	177
Increase.....	14
Increase in ten years.....	64
Number of elementary schools.....	2,129
Increase.....	36
Increase in ten years.....	403
Number of graded schools (including high schools)..	2,179
Increase.....	52
Increase in ten years.....	522
Number of schools having several grades, and neither primary nor grammar exclusively.....	127
Decrease.....	2
Decrease in ten years.....	55

Size of Elementary Schools

Pupils	Schools
Less than 10.....	16
Decrease.....	9
From 10 to 20.....	177
Decrease.....	23
From 20 to 30.....	401
Decrease.....	34
From 30 to 40.....	804
Increase.....	39
From 40 to 50.....	657
Increase.....	43
From 50 to 60.....	52
Increase.....	17
More than 60.....	22
Increase.....	4

Average size of elementary schools	35
Increase	1
Average size of graded schools	37
Increase	1
Decrease in ten years	2
Average size of all schools, elementary and high	36
Increase	1
Decrease in ten years	1

Length of School Year

Aggregate length of schools	22,394 months, 8 days
Increase	509 months, 15 days
Increase in ten years	4,673 months, 1 day
Average length of schools	9 months, 15 days
Increase	1 day
Increase in ten years	2 days

Teachers

Number of different persons employed as regular teachers during the year:

Men	232
Decrease	5
Increase in ten years	23
Women	2,739
Increase	10
Increase in ten years	577
Total	2,971
Increase	5
Increase in ten years	600
Number of changes in teachers from report of last year . .	513
Decrease	59
Increase in ten years	121
Number serving for first time	158
Decrease	40
Decrease in ten years	25
Per cent on whole number of teachers	5.3
Decrease	1.4
Decrease in ten years	2.4

Number of teachers necessary to supply the schools.	2,793
Increase	52
Increase in ten years	628
*Number of pupils to a teacher per average number belonging	30
Decrease in ten years	2

Teachers' Salaries

Amount paid teachers	\$2,984,793.30
Increase	\$533,371.28
Increase in ten years	\$1,588,757.23
Average salary of teachers	\$1,068.67
Increase	\$174.32
Increase in ten years	\$423.85
Amount paid men	\$392,909.15
Increase	\$54,710.31
Increase in ten years	\$158,218.54
Number of months men have been employed	2,078
Increase	78
Increase in ten years	303
Average salary per month	\$189.08
Increase	\$19.98
Increase in ten years	\$54.66
Average salary per year	\$1,843.53
Increase	\$203.26
Increase in ten years	\$546.38
Amount paid women	\$2,591,884.15
Increase	\$478,660.97
Increase in ten years	\$1,430,538.69
Number of months women have been employed . . .	24,950
Increase	434
Increase in ten years	5,857
Average salary per month	\$103.88
Increase	\$17.68
Increase in ten years	\$43.05
Average salary per year	\$1,012.83
Increase	\$176.79
Increase in ten years	\$425.82

*Same as last year.

Education of Teachers

Number educated in colleges or universities.....	415
Decrease.....	1
Increase in ten years.....	75
*Per cent on whole number of different teachers....	14.
Decrease in ten years.....	.3
Number educated in state normal schools or who have had special training.....	2,093
Increase.....	7
Increase in ten years.....	660
Per cent on whole number of different teachers....	70.4
Increase.....	.1
Increase in ten years.....	10.
Number educated in secondary schools.....	449
Decrease.....	2
Decrease in ten years.....	119
Per cent on whole number of different teachers....	15.1
Decrease.....	.1
Decrease in ten years.....	8.9
Number educated at common schools.....	14
Increase.....	1
Decrease in ten years.....	16
*Per cent on whole number of different teachers....	.5
Decrease in ten years.....	.8

Public Secondary or High Schools

Number of schools.....	177
Increase.....	14
Increase in ten years.....	64
Number of pupils enrolled.....	9,119
Increase.....	363
Increase in ten years.....	3,098
Average number belonging.....	7,693
Increase.....	618
Increase in ten years.....	2,588
Average attendance.....	7,250
Increase.....	608
Increase in ten years.....	2,409

*Same as last year.

Number of graduates	1,114
Increase	164
Increase in ten years	478
Total amount paid teachers	\$568,713.47
Increase	\$85,585.80
Increase in ten years	\$308,683.00

PUBLIC EVENING SCHOOLS

School Year 1919-1920

Number of schools	76
Increase	14
Increase in ten years	23
Aggregate length of schools	955½ weeks
Increase	266¾ weeks
Increase in ten years	303¾ weeks
Average length of schools	12¾ weeks
Increase	1½ weeks
Increase in ten years	¾ of a week
Number of different pupils enrolled	10,914
Increase	3,890
Increase in ten years	2,707
Average number belonging	5,539
Increase	1,850
Increase in ten years	906
Average attendance	3,919
Increase	1,222
Increase in ten years	497
Aggregate number of weeks' attendance	58,214
Increase	22,437
Increase in ten years	4,429
Number of different teachers employed:	
Men	131
Increase	38
Decrease in ten years	34
Women	341
Increase	124
Increase in ten years	139
Total	472
Increase	162
Increase in ten years	105

Average number of teachers employed.....	353
Decrease.....	109
Increase in ten years.....	24
Amount paid men.....	\$25,037.49
Increase.....	\$7,831.49
Decrease in ten years.....	\$1,050.01
Aggregate number of evenings men have been employed.....	6,591
Increase.....	1,539
Decrease in ten years.....	5,290
Average wages per evening.....	\$3.58
Increase.....	\$.42
Increase in ten years.....	\$1.46
Amount paid women.....	\$36,936.75
Increase.....	\$16,645.02
Increase in ten years.....	\$18,295.58
Aggregate number of evenings women have been employed.....	17,151
Increase.....	6,834
Increase in ten years.....	4,220
Average wages per evening.....	\$2.15
Increase.....	\$.18
Increase in ten years.....	\$.71
Total amount paid teachers.....	\$61,974.24
Increase.....	\$24,476.51
Increase in ten years.....	\$17,245.57
Other expenditures.....	\$21,059.37
Increase.....	\$4,019.21
Increase in ten years.....	\$6,243.07
Total expenditures.....	\$83,033.61
Increase.....	\$28,495.72
Increase in ten years.....	\$23,488.64

PUBLIC SCHOOL PROPERTY

Number of schoolhouses.....	507
Decrease.....	2
Decrease in ten years.....	25
Number of sittings.....	98,147
Decrease.....	1,696
Increase in ten years.....	13,176

Per cent of sittings on school population less the number enrolled in private schools.....	97
Decrease.....	2
Decrease in ten years.....	3
Estimated value of sites, buildings, and all other school property.....	\$12,753,738.00
Increase.....	\$314,662.00
Increase in ten years.....	\$4,780,506.00

PUBLIC SCHOOL FINANCES

Taxation

City and town valuation, 1919.....	\$847,647,771.00
Town tax for public schools, 1919-20, on each \$100.....	.52 $\frac{3}{4}$
Increase.....	.08 $\frac{1}{4}$
Increase in ten years.....	.18
Amount of town appropriation, 1919-20, per capita of school population.....	36.19
Increase.....	6.75
Increase in ten years.....	18.08

Receipts

Balances unexpended preceding year.....	\$34,607.85
Decrease.....	66,476.42
Decrease in ten years.....	38,833.21
From state appropriations for day schools.....	194,135.48
Decrease.....	4,622.64
Increase in ten years.....	40,618.47
From state appropriation for evening schools.....	16,522.12
Increase.....	8,836.20
Increase in ten years.....	10,878.80
From state appropriation for apparatus.....	4,035.91
Decrease.....	144.79
Increase in ten years.....	599.51
From cities and towns for schools, supervision, and apparatus.....	4,476,889.08
Increase.....	907,644.41
Increase in ten years.....	2,672,803.46

From cities and towns for sites, buildings, etc.	130,242.44
Increase	36,099.77
Decrease in ten years	37,505.81
From school funds	14,536.33
Decrease	1,039.20
Decrease in ten years	19,490.38
From individuals and corporations	1,059.92
Decrease	2,005.01
Increase in ten years	240.97
From poll taxes	62,860.99
Increase	213.88
Increase in ten years	23,064.00
From dog taxes	28,356.71
Increase	557.70
Increase in ten years	269.01
From loans and other sources	171,668.35
Increase	111,710.99
Decrease in ten years	55,672.00
Total receipts from all sources	5,134,916.18
Increase	990,774.89
Increase in ten years	2,596,972.82

Expenditures

Teachers' salaries in day schools	\$2,984,793.30
Increase	533,371.28
Increase in ten years	1,588,757.23
†Incidental expenses for day schools	796,620.69
Increase	49,354.20
Increase in ten years	456,578.97
Teachers' salaries in evening schools	61,974.24
Increase	24,476.51
Increase in ten years	17,245.57
Incidental expenses for evening schools	21,059.37
Increase	4,019.21
Increase in ten years	6,243.07
Text-books and pupils' supplies	120,033.02
Increase	24,087.62
Increase in ten years	28,940.20

¹Includes \$1,479.25 for summer schools, school gardens and playgrounds.

School supervision.....	\$187,869.21
Increase.....	33,950.41
Increase in ten years.....	113,863.11
‡Sites, buildings, and furniture.....	388,416.97
Increase.....	96,540.44
Decrease in ten years.....	122,079.29
School libraries and apparatus.....	29,447.50
Decrease.....	348.96
Increase in ten years.....	13,908.50
Total.....	4,590,214.30
Increase.....	765,450.71
Increase in ten years.....	2,103,457.36

CURRENT COST OF INSTRUCTION IN PUBLIC DAY SCHOOLS

I. Teachers' Salaries

Expenditure per capita of school population.....	\$24.13
Increase.....	3.91
Increase in ten years.....	10.58
Expenditure per capita of pupils enrolled.....	31.92
Increase.....	5.00
Increase in ten years.....	14.48
Expenditure per capita of average number belonging.....	36.21
Increase.....	5.25
Increase in ten years.....	15.46
Expenditure per capita of average attendance.....	39.44
Increase.....	5.55
Increase in ten years.....	16.73
Expenditure for each pupil's instruction per month.....	4.06
Increase.....	.46
Increase in ten years.....	1.72

II. Supervision

Expenditure per capita of school population.....	\$1.52
Increase.....	.25
Increase in ten years.....	.80
Expenditure per capita of pupils enrolled.....	2.01
Increase.....	.32
Increase in ten years.....	1.09

‡Includes \$6,284.87 for administration offices.

Expenditure per capita of average number belonging .	\$2.28
Increase.....	.33
Increase in ten years.....	1.18
Expenditure per capita of average attendance.....	2.48
Increase.....	.35
Increase in ten years.....	1.28
Expenditure for each pupil's instruction per month.	.25
Increase.....	.02
Increase in ten years.....	.12

III. Text-Books and Supplies

Expenditure per capita of school population.....	\$.97
Increase.....	.18
Increase in ten years.....	.09
Expenditure per capita of pupils enrolled.....	1.28
Increase.....	.22
Increase in ten years.....	.14
Expenditure per capita of average number belonging.	1.46
Increase.....	.25
Increase in ten years.....	.11
Expenditure per capita of average attendance.....	1.59
Increase.....	.26
Increase in ten years.....	.11
Expenditure for each pupil's instruction per month..	.16
Increase.....	.02
Increase in ten years.....	.01

IV. Miscellaneous Expenses

Expenditure per capita of school population.....	\$6.43
Increase.....	.28
Increase in ten years.....	3.13
Expenditure per capita of pupils enrolled.....	8.51
Increase.....	.32
Increase in ten years.....	4.26
Expenditure per capita of average number belonging.	9.65
Increase.....	.23
Increase in ten years.....	4.59
Expenditure per capita of average attendance.....	10.50
Increase.....	.19
Increase in ten years.....	4.97

Expenditure for each pupil's instruction per month..	\$1.08
Decrease.....	.02
Increase in ten years.....	.51

V. Totals

Expenditure per capita of school population.....	\$33.05
Increase.....	4.62
Increase in ten years.....	14.60
Expenditure per capita of pupils enrolled.....	43.72
Increase.....	5.86
Increase in ten years.....	19.97
Expenditure per capita of average number belonging.	49.60
Increase.....	6.06
Increase in ten years.....	21.34
Expenditure per capita of average attendance.....	54.01
Increase.....	6.35
Increase in ten years.....	23.09
Expenditure for each pupil's instruction per month..	5.55
Increase.....	.48
Increase in ten years.....	2.36

EVENING SCHOOLS

Teachers' Salaries

Expenditure per capita of pupils enrolled.....	\$5.68
Increase.....	.34
Increase in ten years.....	.23
Expenditure per capita of average number belonging.	11.19
Increase.....	1.03
Increase in ten years.....	1.54
Expenditure per capita of average attendance.....	15.82
Increase.....	1.92
Increase in ten years.....	2.75
*Expenditure for each pupil's instruction per month.	8.52
Increase.....	.13
Increase in ten years.....	1.87

*Attendance at one session is reckoned as half a day.

Miscellaneous Expenses

Expenditure per capita of pupils enrolled.....	\$1.93
Decrease.....	.50
Increase in ten years.....	.12
Expenditure per capita of average number belonging.....	3.80
Decrease.....	.82
Increase in ten years.....	.60
Expenditure per capita of average attendance.....	5.37
Decrease.....	.95
Increase in ten years.....	1.04
Expenditure for each pupil's instruction per month..	2.89
Decrease.....	.92
Increase in ten years.....	.68

Totals

Expenditure per capita of pupils enrolled.....	\$7.61
Decrease.....	.16
Increase in ten years.....	.35
Expenditure per capita of average number belonging.....	14.99
Increase.....	.21
Increase in ten years.....	2.14
Expenditure per capita of average attendance.....	21.19
Increase.....	.97
Increase in ten years.....	3.79
Expenditure for each pupil's instruction per month..	11.41
Decrease.....	.79
Increase in ten years.....	2.55

FREE PUBLIC LIBRARIES

*Number of libraries reported.....	63
Increase in ten years.....	6
Amount awarded by state.....	\$9,969.94
Increase.....	100.01
Increase in ten years.....	1,427.09
Total number of volumes.....	692,490
Increase.....	18,620
Increase in ten years.....	189,130

*Same as last year.

Circulation.....	1,266,527
Increase.....	160,329
Increase in ten years.....	560,433
Number of volumes of history.....	63,021
Increase.....	1,560
Increase in ten years.....	17,254
Circulation.....	48,890
Decrease.....	9,661
Increase in ten years.....	24,260
Number of volumes of biography.....	50,865
Increase.....	290
Increase in ten years.....	9,384
Circulation.....	22,518
Increase.....	2,123
Increase in ten years.....	2,884
Number of volumes of geography and travel.....	41,086
Decrease.....	170
Increase in ten years.....	8,801
Circulation.....	21,091
Decrease.....	693
Decrease in ten years.....	1,123
Number of volumes of science and art.....	141,022
Increase.....	6,158
Increase in ten years.....	53,437
Circulation.....	92,344
Increase.....	12,804
Increase in ten years.....	33,848
Number of volumes of poetry and drama.....	23,546
Increase.....	616
Increase in ten years.....	7,991
Circulation.....	16,813
Increase.....	1,575
Increase in ten years.....	4,370
Number of volumes of literature and language.....	46,740
Increase.....	664
Increase in ten years.....	15,912
Circulation.....	31,096
Increase.....	5,262
Increase in ten years.....	12,899

Number of volumes of fiction.....	211,787
Increase.....	7,674
Increase in ten years.....	76,921
Circulation.....	975,871
Increase.....	151,220
Increase in ten years.....	460,748
Number of volumes of miscellaneous.....	75,969
Increase.....	919
Decrease in ten years.....	6,570
Circulation.....	57,904
Decrease.....	2,301
Increase in ten years.....	22,547
Number of reference books.....	38,454
Increase.....	909
Increase in ten years.....	6,000

**STATE STATISTICS
DETAILED FOR TOWNS**

TABLE I—SCHOOL CENSUS—BY AGES
Enumeration January, 1920

TOWNS AND CITIES													Total
Num- ber 5 yrs. of age	Num- ber 6 yrs. of age	Num- ber 7 yrs. of age	Num- ber 8 yrs. of age	Num- ber 9 yrs. of age	Num- ber 10 yrs. of age	Num- ber 11 yrs. of age	Num- ber 12 yrs. of age	Num- ber 13 yrs. of age	Num- ber 14 yrs. of age	Num- ber 15 yrs. of age	Num- ber 16 yrs. of age	Num- ber 17 yrs. of age	Total
Boys.....	43	47	35	42	43	52	46	37	41	26	26	26	518
Girls.....	36	45	40	36	46	24	35	30	32	57	50	51	584
Total.....	102	92	75	78	89	76	81	67	73	83	76	77	982
Boys.....	127	144	131	120	116	101	120	112	90	101	102	128	1,541
Girls.....	155	136	133	111	111	111	119	112	90	101	102	138	1,870
Total.....	312	280	264	238	227	203	239	225	180	202	204	266	3,094
Boys.....	99	86	72	77	67	88	85	72	73	76	75	77	1,003
Girls.....	80	108	71	81	91	77	79	68	57	73	77	83	1,077
Total.....	169	185	143	158	158	165	164	140	160	153	158	147	2,080
Boys.....	278	285	247	255	254	222	233	215	199	202	201	196	3,004
Girls.....	261	282	285	263	239	254	226	254	247	251	202	238	3,166
Total.....	539	510	539	510	494	508	448	487	462	450	403	380	6,170
Boys.....	7	8	7	10	11	2	6	6	6	11	2	5	6
Girls.....	3	15	13	13	6	6	9	10	9	4	7	8	97
Total.....	10	23	20	23	17	8	14	15	16	20	6	12	186
Boys.....	63	69	54	62	65	69	61	63	70	50	46	47	753
Girls.....	48	59	55	72	68	60	62	70	60	41	42	53	727
Total.....	111	128	109	134	133	129	123	133	130	91	88	100	1,480
Boys.....	314	276	310	258	252	235	224	271	229	202	206	222	3,178
Girls.....	269	295	275	254	256	208	276	262	202	201	208	178	3,143
Total.....	583	571	585	512	508	503	500	533	431	403	414	400	6,321
Boys.....	126	85	94	108	101	95	101	102	103	91	98	91	1,287
Girls.....	141	89	120	111	84	109	82	103	90	92	80	104	1,305
Total.....	267	174	214	219	185	204	183	195	193	183	180	195	2,592
Boys.....	27	33	28	28	24	36	21	47	35	30	27	18	326
Girls.....	26	36	46	35	54	50	52	51	58	43	61	54	377
Total.....	53	69	74	63	78	86	73	102	93	73	88	72	703
Boys.....	202	217	267	241	176	220	214	201	191	159	136	130	2,508
Girls.....	238	248	243	226	241	206	224	206	218	176	146	133	2,632
Total.....	440	465	510	467	417	426	438	407	409	335	282	257	5,140
Boys.....	1	3	2	3	5	8	6	5	6	2	3	4	54
Girls.....	1	2	5	5	8	2	5	6	4	5	4	4	56
Total.....	2	5	7	8	12	10	11	12	7	7	7	8	110
Boys.....	4	4	14	8	7	11	6	9	4	3	1	6	66
Girls.....	6	8	4	6	4	4	5	5	5	3	5	6	74
Total.....	10	9	22	12	13	15	14	9	6	6	6	13	157

Glocester,.....	Boys,.....	7	13	12	14	12	14	12	19	12	12	7	19	13	166
Girls,.....	5	17	11	10	10	10	10	10	8	14	12	13	16	6	139
Total,.....	12	30	23	24	19	24	22	27	27	26	24	20	33	19	295
Hopkinton,.....	Boys,.....	15	24	14	13	13	14	12	19	14	11	15	16	11	211
Girls,.....	18	19	13	13	14	14	12	9	14	11	11	16	7	161	167
Total,.....	33	43	27	34	34	28	33	25	31	26	26	31	23	27	372
Jamestown,.....	Boys,.....	6	20	8	16	23	16	10	13	11	13	12	12	9	167
Girls,.....	9	22	9	20	16	10	15	13	14	11	15	15	13	9	176
Total,.....	15	42	17	36	39	18	31	26	25	24	27	25	25	18	343
Johnston,.....	Boys,.....	104	87	106	79	84	79	89	71	82	69	67	56	59	987
Girls,.....	97	94	106	97	87	87	64	95	80	54	66	62	51	1,059	987
Total,.....	201	181	215	190	176	176	135	177	149	121	122	121	112	2,046	2,046
Lincoln,.....	Boys,.....	84	110	100	95	79	92	94	85	72	92	72	84	88	1,147
Girls,.....	85	106	82	98	87	88	100	105	87	84	90	92	89	1,193	1,147
Total,.....	169	216	182	193	186	180	194	190	159	176	162	176	177	2,340	2,340
Little Compton,.....	Boys,.....	10	14	8	11	18	12	12	18	8	14	19	12	13	169
Girls,.....	13	10	13	14	15	16	7	14	6	12	15	11	14	165	165
Total,.....	23	24	26	25	33	28	19	32	14	26	34	23	27	334	334
Middletown,.....	Boys,.....	27	16	11	14	20	21	13	24	14	22	10	23	19	240
Girls,.....	15	18	11	23	23	34	20	19	16	14	16	10	23	19	240
Total,.....	42	34	42	37	43	55	43	43	30	36	38	33	42	38	480
Narragansett,.....	Boys,.....	5	8	13	6	9	11	4	4	11	9	4	3	5	92
Girls,.....	3	4	6	7	11	10	8	10	9	5	9	7	8	9	97
Total,.....	8	12	19	13	20	21	12	14	20	14	13	10	13	189	189
Newport,.....	Boys,.....	325	280	275	228	240	259	264	250	187	200	213	200	205	3,106
Girls,.....	294	224	241	238	252	225	239	240	236	224	202	228	177	3,020	3,020
Total,.....	619	484	516	466	492	484	503	494	486	421	402	441	382	6,126	6,126
New Shoreham,.....	Boys,.....	3	5	6	7	7	3	7	12	8	7	7	6	4	86
Girls,.....	3	5	6	7	7	3	7	12	8	7	7	7	6	4	86
Total,.....	6	10	12	14	14	10	14	19	20	14	14	14	12	8	172
North Kingstown,.....	Boys,.....	28	30	31	22	37	32	19	26	34	40	28	27	30	384
Girls,.....	22	17	34	36	21	23	32	31	21	29	20	27	32	34	334
Total,.....	50	47	65	58	58	55	51	57	55	69	57	55	62	738	738
North Providence,.....	Boys,.....	94	102	98	90	97	87	81	73	82	89	89	88	73	1,130
Girls,.....	94	125	100	87	91	83	91	88	96	68	68	84	84	78	1,163
Total,.....	187	227	198	177	188	170	172	161	178	154	167	172	172	2,302	2,302
North Smithfield,.....	Boys,.....	33	35	31	25	38	27	36	36	20	29	30	29	20	389
Girls,.....	31	37	31	38	34	40	30	33	33	20	17	34	28	33	415
Total,.....	64	72	62	63	72	67	66	69	69	39	46	64	57	804	804
Pawtucket,.....	Boys,.....	677	575	614	530	589	553	529	544	529	536	458	494	426	7,074
Girls,.....	707	569	641	562	534	532	540	575	539	529	469	481	462	402	6,980
Total,.....	1,384	1,144	1,255	1,092	1,123	1,083	1,069	1,119	1,083	1,063	927	975	828	828	14,054
Portsmouth,.....	Boys,.....	35	42	44	36	42	30	26	23	23	23	21	17	17	369
Girls,.....	35	40	44	36	42	30	26	23	23	23	23	21	14	18	384
Total,.....	70	82	88	72	88	56	56	49	46	46	46	42	35	35	753
Providence,.....	Boys,.....	2,398	2,410	2,384	2,243	2,160	2,133	2,085	2,096	1,993	1,937	1,842	1,703	1,469	28,851
Girls,.....	2,202	2,365	2,253	2,258	2,300	2,179	2,169	2,258	2,040	2,011	1,855	1,754	1,516	1,259	27,259
Total,.....	4,600	4,775	4,637	4,501	4,489	4,312	4,254	4,354	4,033	3,948	3,697	3,457	2,985	2,728	56,110

TABLE I.—SCHOOL CENSUS—BY AGES
Enumeration January, 1920

TOWNS AND CITIES	Number of children of age										Total	
	5 yrs. of age	6 yrs. of age	7 yrs. of age	8 yrs. of age	9 yrs. of age	10 yrs. of age	11 yrs. of age	12 yrs. of age	13 yrs. of age	14 yrs. of age	15 yrs. of age	16 yrs. of age
Richmond.....	8	11	13	16	14	22	13	12	10	9	9	0
Boys.....	9	20	27	34	28	37	22	21	11	11	11	0
Girls.....	17	21	21	20	24	37	29	24	27	21	23	18
Total.....	25	41	48	54	52	74	51	45	38	32	34	18
Scituate.....	15	27	23	29	24	25	21	21	24	15	13	24
Boys.....	16	27	23	29	24	25	21	21	24	15	13	24
Girls.....	11	20	16	20	16	20	16	16	16	16	16	16
Total.....	41	50	45	50	45	45	37	46	40	31	29	40
Smithfield.....	41	45	37	34	44	32	32	35	30	24	33	19
Boys.....	29	32	39	33	31	32	25	28	29	23	28	19
Girls.....	70	77	76	67	75	64	68	63	59	47	61	38
Total.....	111	109	115	101	106	102	103	93	88	76	89	57
South Kingstown.....	63	46	50	51	38	45	49	58	37	42	30	39
Boys.....	48	45	50	40	40	39	42	37	42	29	30	39
Girls.....	111	91	106	97	84	84	91	95	79	66	71	72
Total.....	259	236	266	237	224	223	233	232	208	195	201	211
Tiverton.....	35	48	44	52	47	53	53	58	51	33	31	40
Boys.....	35	48	44	52	47	53	53	58	51	33	31	40
Girls.....	76	80	72	86	74	105	103	103	94	58	58	81
Total.....	111	128	116	138	121	158	156	161	145	91	89	121
Warren.....	80	83	92	103	70	70	61	81	57	73	77	85
Boys.....	80	83	92	103	70	70	61	81	57	73	77	85
Girls.....	176	177	164	201	145	106	135	175	163	123	145	137
Total.....	256	260	256	304	215	176	210	256	226	186	222	222
Warwick.....	169	138	124	120	118	143	125	123	123	113	91	115
Boys.....	169	138	124	120	118	143	125	123	123	113	91	115
Girls.....	361	287	245	254	257	291	259	273	250	202	200	213
Total.....	530	425	369	374	375	434	384	396	373	315	291	328
Westerly.....	104	123	95	101	98	104	85	87	86	104	81	79
Boys.....	99	115	99	118	102	87	91	89	86	104	81	79
Girls.....	203	228	194	219	200	191	176	176	154	181	180	150
Total.....	307	343	313	337	302	302	267	265	240	285	261	229
West Greenwich.....	4	4	4	4	4	4	4	4	4	4	4	4
Boys.....	4	4	4	4	4	4	4	4	4	4	4	4
Girls.....	6	3	4	4	4	4	4	4	4	4	4	4
Total.....	10	7	8	8	8	8	8	8	8	8	8	8
West Warwick.....	109	208	221	217	196	228	162	177	191	149	169	118
Boys.....	111	208	221	217	196	228	162	177	191	149	169	118
Girls.....	111	186	219	200	208	172	172	172	172	172	172	172
Total.....	222	394	440	417	404	400	334	349	363	321	341	290
Woonsocket.....	402	405	440	433	395	408	410	473	402	425	400	437
Boys.....	402	405	440	433	395	408	410	473	402	425	400	437
Girls.....	1021	816	878	848	819	803	790	903	828	807	749	865
Total for State.....	6,329	6,098	6,433	5,809	5,704	5,567	5,413	5,605	5,213	4,961	4,687	4,462
Boys.....	6,134	6,022	6,445	5,899	5,752	5,627	5,531	5,822	5,049	4,850	4,767	4,492
Girls.....	12,463	12,120	12,178	11,708	11,496	11,294	10,944	11,427	10,538	10,010	9,537	8,954
Total.....	18,592	18,142	18,623	17,607	17,250	16,921	16,475	17,249	15,587	14,860	14,304	13,446

TABLE II—ATTENDANCE IN PUBLIC DAY SCHOOLS

School Year 1919-1920

TOWNS AND CITIES	Number of different boys enrolled	Number of different girls enrolled	Total enrollment	Average number belonging	Average attendance	Aggregate number of months' attendance	Per cent of attendance on whole school population	Rank	Rank the year preceding	Per cent of average attendance on enrollment	Rank	Rank the year preceding
Barrington.....	347	378	725	621	555	5,273	75.5	26	28	76.6	19	20
Bristol.....	1,023	1,022	2,045	1,707	1,591	15,913	66.7	31	27	77.8	13	5
Burrillville.....	630	662	1,292	1,128	1,046	9,935	68.3	30	30	81.	5	3
Central Falls.....	941	960	1,901	1,634	1,531	14,924	29.4	39	39	80.5	7	12
Charlestown.....	91	111	202	132	121	1,114	86.9	8	9	59.9	36	31
Coventry.....	484	424	908	762	700	6,974	65.9	32	31	77.1	17	13
Cranston.....	2,977	3,056	6,033	4,583	4,208	40,889	84.6	14	11	69.7	32	32
Cumberland.....	681	684	1,365	1,128	1,050	10,499	55.1	35	36	76.9	18	6
East Greenwich.....	301	353	654	552	507	4,797	86.8	9	10	77.5	14	19
East Providence.....	2,033	2,081	4,114	3,692	3,292	32,097	77.6	24	23	80.	8	10
Exeter.....	89	69	149	87	76	614	92.3	5	4	51.	39	39
Foster.....	61	61	122	103	92	842	96.9	1	1	75.4	22	34
Glocester.....	138	105	243	206	186	1,762	84.9	13	14	76.5	20	23
Hopkinton.....	202	169	371	315	270	2,655	85.9	12	2	72.8	27	36
Jamestown.....	161	176	337	272	244	2,383	92.7	4	8	72.4	28	14
Johnston.....	739	883	1,622	1,339	1,187	11,572	77.9	22	24	73.2	26	24
Lincoln.....	612	647	1,259	1,032	971	9,696	54.2	36	35	77.1	16	21
Little Compton.....	174	153	327	228	191	1,680	86.3	10	12	58.4	38	26
Middletown.....	176	219	395	334	295	2,857	76.3	25	21	74.7	24	15
Narragansett.....	109	99	208	157	142	1,348	96.4	2	6	68.3	34	22
Newport.....	2,086	2,123	4,209	3,788	3,512	34,422	64.1	33	32	83.4	1	1
New Shoreham.....	76	67	143	125	103	911	89.4	6	5	69.9	31	29
North Kingstown.....	332	298	630	535	496	4,703	83.6	15	18	78.7	10	18
North Providence.....	793	879	1,672	1,348	1,247	12,169	70.6	28	26	74.6	25	17
North Smithfield.....	286	298	584	490	437	4,262	80.1	18	22	74.8	23	35
Pawtucket.....	4,473	4,447	8,920	7,569	7,015	66,614	57.8	34	34	78.6	11	16
Portsmouth.....	266	274	540	494	438	4,377	77.7	23	19	81.1	4	27
Providence.....	19,043	19,301	38,344	34,004	31,307	305,240	74.4	27	25	81.6	3	7
Richmond.....	166	188	354	238	210	1,997	93.8	3	3	59.3	37	37
Scituate.....	277	296	573	441	370	3,513	79.6	19	33	61.6	35	33
Smithfield.....	366	318	684	528	484	4,594	78.4	21	17	70.8	29	28
South Kingstown.....	483	473	956	799	728	6,914	86.3	11	16	76.2	21	9
Tiverton.....	434	463	897	754	629	6,129	87.7	7	15	70.1	30	30
Warren.....	630	706	1,336	1,186	1,079	10,785	68.4	29	29	80.8	6	25
Warwick.....	1,469	1,455	2,924	2,460	2,263	21,597	78.6	20	7	77.4	15	4
Westerly.....	991	997	1,988	1,720	1,557	15,574	82.3	17	20	78.3	12	8
West Greenwich.....	23	26	49	38	34	247	83.1	16	13	69.4	33	38
West Warwick.....	1,068	1,017	2,085	1,803	1,735	17,349	45.1	37	37	83.2	2	2
Woonsocket.....	2,367	2,387	4,754	4,085	3,791	36,962	43.8	38	38	79.7	9	11
Totals.....	47,589	48,325	95,914	82,417	75,687	736,033	67.5	.....	.....	80.9	.....	.....

*Deducting 2,413, the number reported as registered in more than one town in the State during the year, from 95,914 gives 93,501 as the number of different pupils enrolled in the public day schools.

TABLE III—COMPARATIVE ATTENDANCE

Year Ending December 31, 1919

TOWNS AND CITIES	PUBLIC SCHOOLS			PAROCHIAL SCHOOLS			PRIVATE SCHOOLS			Total number re- ported attending any school	Per cent of at- tendance on enumeration	Rank	Rank the year preceding
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total				
Barrington.....	326	330	656	.....	.....	.....	71	10	81	737	84.8	20	32
Bristol.....	871	868	1,739	103	113	216	18	21	39	1,994	76.4	39	30
Burrillville.....	601	612	1,213	70	93	163	17	2	19	1,395	78.6	37	37
Central Falls.....	798	776	1,574	1,264	1,401	2,665	50	40	90	4,329	80.9	29	23
Charlestown.....	67	72	139	.....	.....	.....	.....	.....	.....	139	86.9	13	13
Coventry.....	448	415	863	135	144	279	6	4	10	1,152	88.	9	17
Cranston.....	2,179	2,379	4,689	3	7	10	44	37	81	4,780	86.2	15	18
Cumberland.....	606	605	1,211	263	290	553	3	7	10	1,774	80.7	30	28
East Greenwich.....	240	291	531	1	.....	1	1	.....	1	533	87.1	11	16
East Providence.....	1,772	1,796	3,568	46	43	89	18	128	146	3,803	82.7	26	27
Exeter.....	43	41	84	.....	.....	.....	.....	2	2	86	94.5	3	7
Foster.....	70	57	127	.....	.....	.....	.....	.....	.....	127	96.9	2	1
Glocester.....	113	100	213	.....	.....	.....	.....	.....	.....	213	84.9	19	21
Hopkinton.....	158	134	292	.....	.....	.....	.....	.....	.....	292	85.9	16	2
Jamestown.....	139	139	278	.....	.....	.....	2	2	4	282	83.7	23	5
Johnston.....	655	758	1,413	9	10	19	.....	.....	.....	1,432	79.	36	38
Lincoln.....	527	550	1,077	274	298	572	8	6	14	1,663	83.7	22	15
Little Compton.....	127	118	245	.....	.....	.....	1	2	3	248	87.3	10	14
Middletown.....	152	176	328	10	23	33	7	5	12	373	86.7	14	11
Narragansett.....	82	78	160	.....	1	1	.....	.....	.....	161	97.	1	4
Newport.....	1,728	1,679	3,407	614	630	1,244	99	99	198	4,849	91.2	5	9
New Shoreham.....	65	62	127	.....	.....	.....	1	.....	1	128	90.1	6	6
North Kingstown.....	275	245	520	.....	.....	.....	7	3	10	530	85.2	17	29
North Providence.....	674	723	1,397	77	67	144	8	4	12	1,553	78.5	38	24
North Smithfield.....	272	284	556	10	6	16	2	4	6	578	83.3	24	34
Pawtucket.....	3,652	3,427	7,079	1,545	1,676	3,221	62	60	122	10,422	85.1	18	12
Portsmouth.....	257	274	531	5	6	11	2	5	7	549	80.4	32	35
Providence.....	17,591	17,870	35,461	3,263	3,416	6,679	274	352	626	42,766	89.7	8	8
Richmond.....	135	138	273	.....	.....	.....	.....	.....	.....	273	93.8	4	3
Scituate.....	184	195	379	1	9	10	1	3	4	393	82.6	28	39
Smithfield.....	312	258	570	4	2	6	4	3	7	583	80.2	33	25
South Kingstown.....	436	403	841	.....	.....	.....	6	1	7	848	87.	12	22
Tiverton.....	436	409	845	5	7	12	6	5	11	868	90.	7	19
Warren.....	574	630	1,204	96	78	174	16	4	20	1,398	79.4	34	31
Warwick.....	1,213	1,050	2,263	19	15	34	36	95	131	2,428	84.3	21	10
Westerly.....	877	861	1,738	.....	.....	.....	4	5	9	1,747	82.7	27	33
West Greenwich.....	27	32	59	.....	.....	.....	.....	.....	.....	59	83.1	25	20
West Warwick.....	951	863	1,814	627	686	1,313	34	30	64	3,191	79.4	35	36
Woonsocket.....	2,037	2,024	4,061	1,576	1,649	3,225	89	91	180	7,466	80.6	31	26
Totals.....	41,810	41,715	83,525	10,020	10,670	20,690	897	1,030	1,927	106,142	85.8	.....	.....

TABLE IV—TEACHERS IN PUBLIC DAY SCHOOLS

School Year 1919-1920

TOWNS AND CITIES	NUMBER					EDUCATION					GRADE OF CERTIFICATE				
	Men	Women	Total	Average	Beginners	Colleges or universities	Normal or special schools	High schools or academies	Common schools		First	Second	Third	Fourth	Special
Barrington.....	2	24	26	24	2	5	20	1	.....	.....	.....	.....	.....	.....	.....
Bristol.....	4	63	67	59	9	8	52	7	.....	4	35	5	.....	.....	4
Burrillville.....	1	37	38	36	1	4	33	1	.....	3	30	3	.....	.....	.....
Central Falls.....	5	68	73	67	5	7	58	8	.....	4	49	7	.....	.....	6
Charlestown.....	.....	9	9	6	2	.....	5	4	.....	.....	3	1	1	.....	.....
Coventry.....	1	27	28	23	2	1	17	6	4	1	9	14	.....	.....	.....
Cranston.....	13	176	189	151	9	26	155	8	.....	20	124	8	.....	.....	14
Cumberland.....	.....	45	45	44	.....	5	33	7	.....	4	29	7	.....	.....	1
East Greenwich.....	.....	22	22	19	1	2	12	8	.....	2	6	7	2	2	.....
East Providence.....	7	108	115	105	5	16	84	15	.....	12	72	8	.....	.....	7
Exeter.....	1	10	11	9	1	1	1	8	1	.....	1	5	2	.....	.....
Foster.....	.....	9	9	8	1	.....	1	7	1	.....	.....	5	.....	.....	.....
Glocester.....	.....	12	12	10	2	.....	6	6	.....	.....	1	9	.....	.....	.....
Hopkinton.....	5	26	31	21	10	8	12	11	.....	1	6	7	.....	.....	1
Jamestown.....	1	11	12	9	3	.....	8	4	.....	.....	3	4	.....	.....	.....
Johnston.....	.....	41	41	34	3	2	19	20	.....	2	12	18	.....	.....	.....
Lincoln.....	1	34	35	34	.....	1	22	12	.....	.....	18	13	1	2	.....
Little Compton.....	.....	15	15	10	8	.....	10	5	.....	.....	2	2	.....	.....	.....
Middletown.....	.....	10	10	9	.....	.....	4	6	.....	.....	3	7	.....	.....	.....
Narragansett.....	.....	6	6	6	.....	.....	5	1	.....	.....	2	2	.....	.....	1
Newport.....	18	139	157	144	6	28	91	37	1	23	60	33	.....	.....	4
New Shoreham.....	1	8	9	8	1	1	4	3	1	1	1	2	1	.....	.....
North Kingstown.....	5	23	28	24	2	7	12	9	.....	1	8	11	1	1	.....
North Providence.....	.....	39	39	34	1	2	24	13	.....	.....	11	16	.....	.....	2
North Smithfield.....	.....	18	18	16	3	.....	7	11	.....	.....	4	10	.....	.....	.....
Pawtucket.....	25	292	317	305	8	47	250	20	.....	33	208	9	.....	.....	41
Portsmouth.....	.....	14	14	12	1	.....	3	10	1	.....	2	8	.....	.....	.....
Providence.....	103	1,032	1,135	1,073	38	180	863	92	.....	143	772	36	.....	.....	106
Richmond.....	.....	11	11	9	3	.....	.....	10	1	.....	1	6	1	.....	.....
Scituate.....	4	17	21	16	6	1	12	8	.....	.....	6	9	.....	.....	.....
Smithfield.....	.....	24	24	16	2	4	9	10	1	1	9	9	.....	.....	.....
South Kingstown.....	2	33	35	31	2	7	22	6	.....	3	12	7	.....	.....	4
Tiverton.....	.....	28	28	23	2	.....	21	6	1	.....	6	1	2	1	.....
Warren.....	2	43	45	43	6	5	34	6	.....	4	21	5	.....	.....	4
Warwick.....	9	73	82	77	2	6	58	17	1	2	40	24	.....	.....	3
Westerly.....	5	54	59	54	1	14	38	7	.....	2	34	1	.....	.....	5
West Greenwich.....	.....	4	4	4	.....	.....	1	2	1	.....	.....	3	.....	.....	.....
West Warwick.....	14	68	82	75	6	18	57	7	.....	12	40	10	.....	.....	6
Woonsocket.....	8	148	156	143	4	16	101	39	.....	11	100	27	.....	.....	6
Totals.....	237	2,821	*3,058	2,793	158	422	2,164	458	14	289	1,740	359	11	121	.....

*Deducting 87, the number of teachers reported as having taught in more than one town in the State during the year, from 3,058 gives 2,971 as the number of different teachers who have been employed to teach in the state, exclusive of substitutes.

	4.9	2.9	24	30	66.7	15	4	33.3	16	22	24	24	11.4	6	7
Jamestown.....	27	24	24	11.4	6
Johnston.....	39	3	2	.....	24
Lincoln.....	30	18	13	3.	21
Little Compton.....	22	30	30	.....	22
Middletown.....	33	7	7	.....	.....
Narragansett.....	22	31	10	.....	.....
Newport.....	28	22	23	11.6	5
New Shoreham.....	16	36	35	13.5	4
North Kingstown.....	23	29	32	21.3	1
North Providence.....	41	1	1	.....	3
North Smithfield.....	30	17	25	.....	.....
Pawtucket.....	26	26	26	7.7	11
Portsmouth.....	40	2	5	.....	.....
Providence.....	30	12	9	9.	9
Richmond.....	22	32	29	.....	.....
Scituate.....	27	25	31	7.8	10
Smithfield.....	31	11	21	.....	.....
South Kingstown.....	28	23	22	3.8	20
Tiverton.....	31	9	14	.....	.....
Warren.....	30	16	18	4.7	18
Warwick.....	30	15	11	10.5	7
Westerly.....	37	4	3	9.2	8
West Greenwich.....	10	39	38	.....	11
West Warwick.....	29	19	17	17.2	2
Woonsocket.....	30	14	19	5.7	16
	30	14	19	5.7	17

NOTE.—In the above table towns are ranked by marking the one having the highest per cent as figure 1. When the figure for two or more towns is the same they are given the same rank, and the town having the next lower figure is ranked as if the towns had been ranked in regular order.

TABLE VI—SCHOOL PROPERTY—SIZE OF SCHOOLS

School Year 1919-1920

TOWNS AND CITIES	SCHOOL PROPERTY				SCHOOLS		AVERAGE SIZE OF SCHOOLS		Average length of schools
	Number of school buildings in use	Number of sittings	Per cent of sittings on school population less the number en- rolled in private schools	Estimated value of sites, buildings, etc.	Number of graded	Number of mixed			
							Graded	Mixed	
									M. D.
Barrington.....	5	796	101	\$273,000	20	...	31	...	31 9-15
Bristol.....	9	2,008	85	458,400	40	2	36	27	35 10-
Burrillville.....	10	1,674	105	212,000	32	1	34	26	35 9-10
Central Falls.....	10	2,308	89	265,000	50	4	32	19	31 9-15
Charlestown.....	5	187	117	18,500	3	3	22	19	21 9-10
Coventry.....	15	913	90	25,500	16	9	30	13	28 10-
Cranston.....	23	5,181	95	431,780	129	1	37	22	36 9-15
Cumberland.....	16	1,722	105	185,000	30	7	35	14	31 10-
East Greenwich.....	8	653	107	19,500	14	3	33	18	30 9-10
East Providence.....	20	3,897	89	401,000	89	1	41	11	41 9-15
Exeter.....	10	217	244	6,550	.....	8	.....	8	8- 6
Foster.....	8	174	169	7,000	.....	8	.....	12	12 9-10
Glocester.....	8	291	116	24,200	5	5	22	13	18 9-10
Hopkinton.....	7	676	199	65,000	11	5	24	17	22 10-
Jamestown.....	1	3	315	106	12,075	8	.....	31	..... 31 9-15
Johnston.....	1	12	1,494	83	140,000	25	6	45	27 42 9-15
Lincoln.....	1	11	1,250	89	114,000	29	4	31	19 30 10-
Little Compton.....	9	289	103	9,000	4	5	30	21	25 8-14
Middletown.....	6	346	90	33,000	9	.....	33	.....	33 9-13
Narragansett.....	2	272	165	15,000	5	1	24	12	22 9-10
Newport.....	2	15	4,081	105	630,300	92	2	42	18 41 9-15
New Shoreham.....	6	219	155	4,100	1	5	24	20	21 9- 2
North Kingstown.....	10	782	128	56,950	14	5	32	17	28 9-10
North Providence.....	7	1,392	76	115,000	32	.....	41	.....	41 9-15
North Smithfield.....	7	577	86	49,500	12	2	34	16	32 9-15
Pawtucket.....	27	9,306	104	1,450,364	233	.....	33	.....	33 9-10
Portsmouth.....	1	9	517	78	41,100	11	1	42	8 40 10-
Providence.....	106	38,416	95	5,314,358	886	.....	39	.....	39 9-15
Richmond.....	8	367	126	15,400	2	7	24	22	22 9- 3
Scituate.....	6	12	603	131	18,200	6	9	35	22 27 9-10
Smithfield.....	8	675	95	46,200	12	4	34	20	31 9-10
South Kingstown.....	7	1,072	111	115,000	26	.....	30	.....	30 9-10
Tiverton.....	14	881	94	49,000	14	9	36	24	31 9-15
Warren.....	8	1,346	86	179,000	35	1	33	22	33 10-
Warwick.....	18	2,967	109	425,000	68	1	29	16	29 9-10
Westerly.....	1	12	1,656	79	385,700	40	.....	43	..... 43 10-
West Greenwich.....	5	134	189	2,500	.....	4	.....	10	10 7-5
West Warwick.....	10	2,809	106	244,000	57	2	35	17	35 10-
Woonsocket.....	21	5,684	97	896,561	113	2	36	25	36 9-15
Totals.....	14	507	98,147	97 \$12,753,738	2,179	127	37	18	36 9-15

Figures in heavy-faced type indicate buildings not owned by town.

TABLE VII—PUBLIC HIGH SCHOOLS—PART I

School Year 1919-1920

TOWNS AND CITIES	LOCATION	NAME OF PRINCIPAL	Number of rooms	Principal's salary	ASSISTANTS			Total amount paid teachers
					Number of men	Number of women	Amount paid men	Amount paid women
Barrington.....	County Road.....	Charles H. Keyes.....	2	\$1,725 00	.....	3	\$1,400 00	\$3,637 84
Bristol.....	Hope Street.....	Ralph R. Strong.....	5	1,815 78	1	6	.....	6,455 00
Burnville.....	Pascong.....	William L. Callahan.....	1	2,330 80	.....	2	.....	9,580 00
Central Falls.....	Broad Street.....	William Overton.....	3	2,269 03	.....	6	1,311 33	2,239 37
Cranston.....	Auburn.....	Clarence W. Howarth.....	14	2,269 03	4	15	5,894 74	8,264 76
Cum gratia.....	Valley Falls.....	Anna M. Audfield.....	9	2,559 12	.....	12	.....	17,261 22
East Providence.....	Trenton Avenue.....	Charles E. Mott.....	12	1,050 00	4	12	4,901 75	5,751 93
.....	Adams.....	Charles E. Marshall.....	1	1,100 00	.....	1	.....	2,452 34
Hopkinton.....	Hope Valley.....	Donald E. Marshall.....	1	1,035 50	.....	1	.....	1,750 00
.....	Little Compton.....	Josephine F. Wilbur.....	1	3,720 00	.....	1	.....	1,700 00
Little Compton.....	Broadway.....	Frank E. Thompson.....	5	.....	10	20	15,461 11	814 50
Newport.....	Block Island.....	D. Alva Crandall.....	1	1,700 00	2	2	2,051 33	23,055 80
New Shoreham.....	Wickford.....	Elmer H. Hussey.....	20	2,782 54	11	29	18,976 06	1,200 00
North Kingstown.....	Broadway.....	William T. Peck.....	13	3,360 00	8	19	16,815 00	2,130 17
Pawtucket.....	Summer Street.....	Leonard H. Campbell.....	19	3,262 50	8	33	16,912 50	37,597 52
.....	Hope Street.....	Charles E. Dennis, Jr.....	15	3,380 00	10	19	17,960 75	59,356 12
.....	Summer Street.....	George H. Eckels.....	34	3,887 50	34	46	64,980 63	50,672 20
.....	.....	Errol K. Pilcox.....	3	2,700 00	.....	5	.....	50,085 17
South Kingstown.....	.....	Albert A. Gilman.....	10	1,933 33	.....	10	.....	45,990 31
Warwick.....	.....	John F. Melrose.....	4	2,400 00	.....	5	.....	60,447 98
West Warwick.....	.....	Melvin T. Holbrook.....	10	2,400 00	.....	11	.....	4,750 00
Woonsocket.....	Park Place.....	Chesman C. Spratt.....	10	2,564 35	3	12	5,318 78	7,453 59
Totals.....	.....	.....	177	\$48,190 75	101	265	\$179,785 23	12,908 99
.....	.....	.....	.....	.....	.....	.....	.....	14,942 22
.....	.....	.....	.....	.....	.....	.....	.....	23,504 75
.....	.....	.....	.....	.....	.....	.....	.....	21,991 10
.....	.....	.....	.....	.....	.....	.....	.....	\$568,713 47

Charlestown, Coventry, East Greenwich, Exeter, Foster, Gloucester, Jamestown, Johnston, Lincoln, Middletown, North Providence, North Smithfield, Portsmouth, Richmond, Scituate, Smithfield, Tiverton and Warwick furnish high school facilities.

*Principal is also superintendent.

TABLE VII—PUBLIC HIGH SCHOOLS—PART II
School Year 1919-1920

TOWNS AND CITIES	GRADUATES, 1920									
	Boys					Girls				
	Number	Average age	Y.	M.		Number	Average age	Y.	M.	
Barrington.....	195	34	332	30	17	35	23	4	14	18-4
Barnstable.....	200	158	1,580	86	61	201	123	115	102	18-17
Barnstable.....	200	166	1,580	86	61	201	123	115	102	18-17
Barnstable.....	200	166	1,580	86	61	201	123	115	102	18-17
Central Falls.....	195	138	1,213	72	37	93	92	54	24	17-6
Cranston.....	195	96	124	37	32	146	73	58	29	17-4
Cumberland.....	200	57	360	513	478	375	224	342	256	17-4
East Providence.....	200	59	61	104	98	330	240	417	362	17-10
Hopkinton.....	195	242	381	360	334	3257	274	307	624	18-8
Hopkinton—Ashaway.....	200	6	8	12	11	110	13	10	14	15-7
Hopkinton—Hope Valley.....	200	10	7	15	14	140	16	11	17	15-5
Little Compton.....	190	13	15	25	23	219	28	28	17	15-3
Newport.....	195	319	442	677	633	6,172	327	321	756	17-3
New Shoreham.....	190	14	17	24	20	190	20	9	29	15-9
North Kingstown.....	189	56	51	101	97	917	103	67	107	17-9
Nawtucket.....	190	386	472	781	737	7,002	300	630	858	17-10
Providence.....	195	381	537	592	561	5,470	672	718	718	17-10
Providence—Classical.....	195	381	537	592	561	5,470	672	718	718	17-10
Providence—English Street.....	195	381	537	592	561	5,470	672	718	718	17-10
Providence—Horse Street.....	195	381	537	592	561	5,470	672	718	718	17-10
Providence—Technical.....	195	1,021	474	1,318	1,240	12,263	493	650	458	17-8
South Kingstown.....	190	59	81	130	140	1,300	271	121	183	17-4
Warren.....	200	23	58	73	70	700	100	63	45	17-5
Westerly.....	200	126	146	230	200	2,200	110	164	222	17-5
West Warwick.....	200	182	238	376	351	3,510	134	318	420	17-5
Woonsocket.....	195	159	224	340	332	3,297	342	383	171	18-1
Total.....	195	4,056	5,063	7,693	7,230	70,650	5,667	8,863	5,762	18-1
								450	3,909	17-7

TABLE VIII—EVENING SCHOOLS

School Year 1919-1920

TOWNS AND CITIES	SCHOOLS		Average number of teachers employed	ATTENDANCE						Minimum age of admission
	Number	Average length in weeks		Number of different boys enrolled	Number of different girls enrolled	Total	Average number belonging	Average attendance	Aggregate number of weeks attendance	
Barrington.....	2	10½	4	72	30	102	64	47	626	14
Bristol.....	2	13	10	245	98	343	179	136	1,972	14
Burrillville.....	4	8	10	120	56	176	82	51	409	14
Central Falls.....	6	14	36	531	481	1,012	900	440	5,548	14
Coventry.....	1	9½	3	49	16	65	41	33	310	14
Cranston.....	6	10½	11	155	83	238	125	94	1,005	14
Cumberland.....	2	8	4	73	39	112	46	40	409	14
East Providence.....	1	11½	7	154	50	204	117	70	1,282	14
Johnston.....	2	11	2	*71	7	78	70	64	560	.....
Lincoln.....	3	8	3	87	45	132	98	83	886	14
Newport.....	5	14½	8	245	93	338	140	91	1,240	14
North Providence.....	.....	.....	.....	*6	3	9	9	8	130	14
Pawtucket.....	8	12½	49	814	494	1,308	797	555	7,664	14
Providence.....	11	15½	119	2,892	1,812	4,704	2,191	1,555	26,589	14
Smithfield.....	2	6½	3	33	17	50	23	16	107	.....
Warren.....	2	11½	6	57	14	71	51	40	472	14
Warwick.....	2	20	4	54	27	81	65	52	1,040	16
Westerly.....	3	12½	5	87	30	117	53	37	445	14
West Warwick.....	6	12	22	257	150	407	266	209	3,071	14
Woonsocket.....	8	16	47	867	500	1,367	522	298	4,443	14
Totals.....	76	12½	353	6,869	4,045	10,914	5,539	3,919	58,214	.....

NOTE.—Five evenings are reckoned as one week. Number of different men employed to teach, 131; number of different women, 341. Aggregate length of schools, 955½ weeks. *Attended in Providence.

TABLE IX—STATE APPROPRIATIONS

School Year 1920-1921

TOWNS AND CITIES	Appropriation of \$52,100 by schools, due on or after July 15, 1920	Appropriation of \$67,900 ac- cording to school census of January 1, 1920, due December 15, 1920	Total appor- tionment for each town	Population from 5 to 15 years of age, school census, January, 1920
Barrington.....	\$1,500 00	\$476 98	\$1,976 98	869
Bristol.....	1,500 00	1,432 05	2,932 05	2,609
Burrillville.....	1,500 00	974 27	2,474 27	1,775
Central Falls.....	1,500 00	2,937 09	4,437 09	5,351
Charlestown.....	700 00	87 82	787 82	160
Coventry.....	1,500 00	718 49	2,218 49	1,309
Cranston.....	1,500 00	3,042 48	4,542 48	5,543
Cumberland.....	1,500 00	1,205 90	2,705 90	2,197
East Greenwich.....	1,500 00	335 92	1,835 92	612
East Providence.....	1,500 00	2,522 68	4,022 68	4,596
Exeter.....	1,200 00	49 95	1,249 95	91
Foster.....	1,400 00	71 91	1,471 91	131
Glocester.....	1,400 00	137 77	1,537 77	251
Hopkinton.....	1,500 00	186 62	1,686 62	340
Jamestown.....	900 00	164 67	1,064 67	300
Johnston.....	1,500 00	995 13	2,495 13	1,813
Lincoln.....	1,500 00	1,090 64	2,590 64	1,987
Little Compton.....	900 00	155 89	1,055 89	284
Middletown.....	900 00	236 02	1,136 02	430
Narragansett.....	700 00	91 12	791 12	166
Newport.....	1,500 00	2,917 88	4,417 88	5,316
New Shoreham.....	600 00	77 94	677 94	142
North Kingstown.....	1,500 00	341 41	1,841 41	622
North Providence.....	1,500 00	1,086 25	2,586 25	1,979
North Smithfield.....	1,500 00	380 93	1,880 93	694
Pawtucket.....	1,500 00	6,724 40	8,224 40	12,251
Portsmouth.....	1,200 00	374 89	1,574 89	683
Providence.....	1,500 00	26,164 30	27,664 30	47,668
Richmond.....	1,200 00	159 73	1,359 73	291
Scituate.....	1,500 00	261 27	1,761 27	476
Smithfield.....	1,500 00	399 04	1,899 04	727
South Kingstown.....	1,500 00	535 17	2,035 17	975
Tiverton.....	1,500 00	529 13	2,029 13	964
Warren.....	1,500 00	966 04	2,466 04	1,760
Warwick.....	1,500 00	1,580 24	3,080 24	2,879
Westerly.....	1,500 00	1,159 25	2,659 25	2,112
West Greenwich.....	500 00	38 97	538 97	71
West Warwick.....	1,500 00	2,205 98	3,705 98	4,019
Woonsocket.....	1,500 00	5,083 78	6,583 78	9,262
Total.....	\$52,100 00	\$67,900 00	\$120,000 00	123,705

Each town receives \$100 per school up to 15, and \$.548,886 per capita of school population.

State appropriation for	Day Schools.....	\$120,000 00
"	Evening Schools.....	17,500 00
"	Graded and High Schools.....	34,000 00
"	Supervision.....	28,000 00
"	School Apparatus.....	4,500 00
"	Teachers' Certificates.....	3,400 00
"	Teachers' Pensions.....	52,000 00
"	Increase of Teachers' Salaries.....	8,500 00
"	Special Aid for Public Schools.....	5,000 00
"	Graduate Courses in Education in Brown University.....	5,000 00
"	Medical Inspection.....	5,500 00
"	Industrial and Vocational Education.....	15,000 00
"	Rhode Island College of Education.....	78,000 00
"	Summer Session, College of Education.....	4,000 00
"	Mileage for Rhode Island College of Education.....	4,000 00
"	Teachers' Institutes.....	500 00
"	Lectures, Addresses, etc.....	1,500 00
"	Physical Examination of Children for Employment.....	8,000 00
"	Public Libraries.....	10,000 00
"	Traveling Libraries and Library Visitor.....	3,000 00

(Concluded on next page.)

TABLE X—TOWN APPROPRIATIONS

School Year 1919-1920

TOWNS AND CITIES	Appropriations for public schools for year. 1919-1920	Appropriations for public schools for year 1909-1910	Increase in ten years	Town and city valuation for 1919	Town tax for public schools on each \$100 thereof
Barrington.....	+ \$30,200 00	\$8,400 00	\$21,800 00	\$5,802,925	52 cts.
Bristol.....	+ 82,886 10	20,500 00	62,386 10	8,823,900	93½ "
Burrillville.....	+ 60,700 00	18,000 00	42,100 00	4,649,175	\$1,30½ "
Central Falls.....	+ 93,947 46	39,600 00	54,347 46	14,711,221	63½ "
Charlestown.....	+ 5,000 00	1,600 00	3,400 94	1,400,600	35½ "
Coventry.....	+ 25,250 00	9,500 00	15,750 00	5,519,750	45½ "
Cranston.....	+ 190,522 54	71,200 00	119,322 54	26,238,310	72½ "
Cumberland.....	+ 84,550 00	26,800 00	57,950 00	10,290,349	52½ "
East Greenwich.....	+ 15,750 00	6,200 00	9,550 00	3,180,950	49½ "
East Providence.....	+ 129,883 00	53,800 00	76,083 00	19,170,038	67½ "
Exeter.....	+ 2,696 75	1,500 00	1,196 75	688,880	39 "
Foster.....	+ 3,365 50	2,500 00	865 50	668,643	55 "
Glocester.....	+ 7,026 48	2,740 00	4,286 48	1,391,203	50½ "
Hopkinton.....	—11,000 00	6,700 00	4,300 00	1,986,460	55½ "
Jamestown.....	+ 16,400 00	3,100 00	13,300 00	3,543,445	48½ "
Johnston.....	+ 43,000 00	15,600 00	27,400 00	4,833,145	88½ "
Lincoln.....	+ 44,750 00	24,000 00	20,750 00	6,877,971	65 "
Little Compton.....	—6,000 00	2,600 00	3,400 00	2,548,978	28 "
Middletown.....	+ 14,204 52	4,545 00	9,659 52	4,026,850	35½ "
Narragansett.....	+ 11,500 00	4,000 00	7,500 00	4,277,940	27 "
Newport.....	+ 255,041 00	113,735 00	141,306 00	84,056,900	30½ "
New Shoreham.....	+ 3,500 00	1,600 00	1,900 00	1,051,475	33½ "
North Kingstown.....	+ 24,559 98	13,505 22	11,054 76	5,321,080	46½ "
North Providence.....	+ 40,150 00	10,500 00	29,650 00	5,655,265	70 "
North Smithfield.....	+ 20,525 00	6,650 00	13,875 00	3,456,715	59½ "
Pawtucket.....	+ 586,260 24	203,837 00	382,423 24	76,057,263	74½ "
Portsmouth.....	+ 13,300 00	5,250 00	8,050 00	3,894,355	34 "
Providence.....	+ 1,892,623 04	830,000 00	1,062,623 04	422,992,000	44½ "
Richmond.....	+ 5,907 89	2,500 00	3,407 89	1,802,135	33 "
Scituate.....	+ 13,000 00	6,900 00	6,100 00	3,467,745	37½ "
Smithfield.....	+ 15,000 00	7,600 00	7,400 00	3,818,652	39½ "
South Kingstown.....	+ 41,511 12	16,553 27	24,957 85	7,283,217	52½ "
Tiverton.....	+ 52,846 25	7,500 00	25,346 25	5,089,547	63½ "
Warren.....	+ 69,000 00	20,000 00	49,000 00	7,991,965	86½ "
Warwick.....	+ 138,000 00	75,000 00	63,000 00	10,380,875	71½ "
Westerly.....	+ 98,500 00	46,500 00	52,000 00	12,480,400	79 "
West Greenwich.....	+ 1,650 00	1,313 15	336 85	405,400	40½ "
West Warwick.....	+ 95,000 00	.....	95,000 00	11,338,399	84 "
Woonsocket.....	+ 251,782 21	87,225 00	164,557 21	41,523,650	60½ "
Totals.....	+ \$4,476,789 08	\$1,779,453 64	\$2,697,335 44	\$847,647,771	52½ cts.

+ Denotes increase over appropriation of last year. — Denotes decrease from appropriation of last year. * Divided in 1913. † Incorporated in 1913

TABLE IX—STATE APPROPRIATIONS—Concluded

State appropriation for Rhode Island School of Design.....	\$25,000 00
" " " Rhode Island College of Pharmacy, Scholarships.....	2,000 00
" " " Education of Blind Children.....	10,000 00
" " " Instruction of the Adult Blind.....	3,800 00
" " " Promotion of Americanization.....	3,000 00
" " " Education of Injured Persons.....	5,000 00
" " " State Home and School.....	136,000 00
" " " Rhode Island State College.....	75,000 00
" " " Rhode Island State College, Special.....	45,000 00
" " " Rhode Island Institute for the Deaf.....	53,500 00
" " " The Exeter School.....	110,000 00

TABLE XI—PUBLIC SCHOOL REVENUES

School Year 1919-1920

TOWNS AND CITIES	Balances from last year	From state for day and evening schools, supervision, and apparatus	From town for day and evening schools, su- pervision, and apparatus	From town for re- pairs and new buildings	From school funds, indi- viduals, and cor- porations	*From poll and dog taxes, loans, and all other sources	Total
Barrington.....	\$3,378 97	\$4,437 94	\$30,200 00			\$889 05	\$38,905 96
Bristol.....		6,143 96	82,886 10	\$5,000 00	\$55 98	3,293 84	97,379 88
Burrillville.....		5,113 82	60,700 00	3,500 00	321 11	1,283 30	70,918 23
Central Falls.....	9,487 06	8,381 87	93,947 46	3,488 29		4,319 75	119,624 43
Charlestown.....	6 23	2,321 82	5,000 00			208 00	7,536 05
Coventry.....		5,165 55	25,250 00		250 00	779 17	31,444 72
Cranston.....		7,577 17	190,522 54	9,693 76		3,916 56	211,710 03
Cumberland.....		5,493 27	84,550 00			1,351 37	91,394 64
East Greenwich.....		3,403 50	15,750 00	3,500 00	547 56	469 35	23,670 41
East Providence.....	124 64	6,983 69	129,883 00			8,454 61	145,445 94
Exeter.....	373 94	2,397 74	2,696 75	100 00		217 70	5,786 13
Foster.....	714 76	2,707 91	3,365 50	200 00		173 55	7,161 72
Glocester.....	503 30	3,560 23	7,026 48	199 48	77 76	400 50	11,767 75
Hopkinton.....	2,645 09	3,869 73	11,000 00			635 50	18,150 32
Jamestown.....		2,634 24	16,400 00			319 30	19,353 54
Johnston.....		4,817 63	43,000 00	12,000 00		32,890 26	92,707 89
Lincoln.....	519 70	5,238 03	44,750 00		75 18	1,617 75	52,200 66
Little Compton.....	1,780 47	2,394 44	6,100 00			54 00	10,328 91
Middletown.....	68 87	1,832 68	14,204 52			75 00	16,181 07
Narragansett.....		1,622 61	11,500 00			407 00	13,529 61
Newport.....		7,458 95	255,041 00		10,413 09	2,636 52	275,549 56
New Shoreham.....	4 44	2,092 20	3,500 00		30 50	2 00	5,629 14
North Kingstown.....	1,194 46	4,637 56	24,559 98			420 95	30,812 95
North Providence.....		4,995 49	40,150 00		138 00	10,311 92	55,595 41
North Smithfield.....	4,567 73	4,144 67	20,525 00	600 00	70 00	792 82	30,700 22
Pawtucket.....	6,430 63	12,036 00	586,260 24			13,476 17	618,203 04
Portsmouth.....		1,977 38	13,300 00		5 00	545 00	15,827 38
Providence.....		35,560 61	1,892,623 04	90,975 80		134,985 08	2,154,144 53
Richmond.....	55 53	2,084 95	5,907 89	185 11		297 72	8,531 20
Scituate.....		3,820 80	13,000 00	800 00	60 37	407 00	18,088 17
Smithfield.....	2,192 68	4,155 06	15,000 00		32 00	1,005 96	22,385 70
South Kingstown.....		5,078 08	41,511 12		1,800 00	2,857 42	51,246 62
Tiverton.....		3,776 70	32,846 25			212 00	36,834 95
Warren.....		4,933 50	69,000 00		519 70	1,262 68	75,715 88
Warwick.....		6,122 18	138,000 00			3,614 54	147,736 72
Westerly.....		6,449 05	98,500 00			5,046 96	109,996 01
West Greenwich.....		920 92	1,650 00				2,570 92
West Warwick.....		7,628 18	95,000 00			12,081 43	114,709 61
Woonsocket.....	559 35	10,724 40	251,782 21		1,200 00	11,174 32	275,440 28
Totals.....	\$34,607 85	\$214,694 51	\$4,476,880 08	\$130,242 44	\$15,596 25	\$262,886 05	\$5,134,916 18

*Poll taxes, \$62,860 99; dog taxes, \$28,356 71; loans, \$88,518 13.

TABLE XII—PUBLIC SCHOOL EXPENDITURES

School Year 1919-1920

TOWNS AND CITIES	PERMANENT		CURRENT				Amount paid on debts incurred prior to this year
	Sites, buildings, and furniture	Libraries and apparatus	Day schools	Evening schools	Super- vision	Total	
Barrington.....	\$1,648 28	\$380 53	\$32,203 25	\$834 52	\$3,341 66	\$38,408 24	
Bristol.....	4,609 42	876 14	72,061 40	1,703 78	3,939 01	83,279 75	
Burrillville.....	4,917 52	257 60	46,829 30	971 19	2,407 50	55,383 11	
Central Falls.....	3,747 84	2,583 63	*101,337 28	5,679 67	5,466 95	118,815 37	\$175 00
Charlestown.....	104 50		5,996 97		843 45	6,944 92	90 00
Coventry.....	1,710 39		25,128 22	384 00	2,550 00	29,772 61	
Cranston.....	14,137 30	400 00	187,136 31	1,736 82	5,943 17	209,353 60	
Cumberland.....	3,327 00	451 14	59,836 37	829 28	3,016 65	67,460 44	
East Greenwich.....	2,305 11	95 40	19,712 39		1,515 00	23,627 90	
East Providence.....	6,188 00	1,708 33	130,886 12	1,690 70	4,972 79	145,445 94	
Exeter.....	225 69		4,710 62		105 00	5,041 31	
Foster.....	62 97	330 15	6,258 75		509 85	7,161 72	
Glocester.....	536 62	119 52	10,098 15		846 21	11,600 50	
Hopkinton.....	130 89	219 17	15,991 12		1,684 14	18,025 32	125 00
Jamestown.....	177 24		12,436 62		1,943 65	14,557 51	
Johnston.....	46,597 18	525 28	41,362 03	652 50	2,655 00	91,791 99	
Lincoln.....	2,270 23	410 01	45,694 91	533 51	3,235 00	52,143 66	
Little Compton.....	1,050 55		8,896 36		382 00	10,328 91	
Middletown.....	691 17		14,395 18		558 00	15,644 35	
Narragansett.....	329 73		9,337 82		735 84	10,403 39	
Newport.....	24,995 03	1,353 07	217,062 53	2,321 85	10,156 00	255,888 48	
New Shoreham.....	28 00	25 04	4,007 41		1,525 00	5,585 45	
North Kingstown.....	936 71	163 74	27,595 84		2,116 66	30,812 95	
North Providence.....	10,641 35	218 48	35,392 75	140 00	2,485 00	48,877 58	163 00
North Smithfield.....	2,227 91	583 28	19,652 78		1,023 50	23,487 47	125 00
Pawtucket.....	43,439 55	4,951 54	411,085 05	8,534 03	11,100 64	479,110 81	
Portsmouth.....	393 13	144 68	12,394 39		639 95	13,572 15	
Providence.....	†168,507 07	7,460 87	1,656,157 36	38,691 92	75,217 13	1,946,034 35	205,496 33
Richmond.....	166 09	148 33	6,905 24		360 99	7,580 65	
Scituate.....	620 50	120 75	15,124 27		950 00	16,815 52	
Smithfield.....	1,010 79	25 89	16,590 68	282 90	1,838 94	19,749 20	
South Kingstown.....	1,730 02	103 81	35,689 15		2,290 55	39,813 53	
Tiverton.....	1,319 63	290 44	23,006 79		1,455 00	26,071 86	22 50
Warren.....	3,999 83	429 10	57,574 98	921 66	4,054 32	66,979 89	
Warwick.....	2,473 34	799 54	134,248 86	1,464 71	6,066 74	145,053 19	
Westerly.....	2,683 97	1,068 05	177,645 07	1,304 12	4,274 90	86,976 11	
West Greenwich.....	43 55		1,722 55		140 00	1,906 10	
West Warwick.....	10,577 73	656 11	90,255 90	4,332 89	4,595 10	110,417 73	
Woonsocket.....	17,765 14	2,547 88	209,026 24	10,023 56	10,927 92	250,290 74	
Totals.....	\$388,416 97	\$29,447 50	\$3,901,447 01	\$83,033 61	\$187,869 21	\$4,590,214 30	

*Includes \$979 25 for summer school and school gardens. †Includes \$6,284 87 for administration offices.
 ‡Includes \$500 for summer school, playgrounds, etc.

TABLE XIII—PER CAPITA COST OF PUBLIC DAY SCHOOLS

School Year 1919-1920

TOWNS AND CITIES	Cost per capita of school population Census, January, 1920	Rank the year preceding		Cost per capita of pupils enrolled	Rank the year preceding		Cost per capita of average number belonging	Rank the year preceding		Cost per capita of average attend- ance	Rank the year preceding		Cost per month for each pupil's in- struction	Rank the year preceding	
		Rank	Rank		Rank	Rank		Rank	Rank		Rank	Rank		Rank	Rank
Barrington.....	\$40 90	11	13	\$49 03	4	11	\$57 24	5	11	\$64 04	6	9	\$6 74	6	14
Bristol.....	29 13	25	24	37 16	24	27	44 52	24	28	47 77	26	30	4 78	28	30
Burrillville.....	27 74	27	23	38 11	21	21	43 65	26	25	47 07	28	26	4 96	25	25
Central Falls.....	19 78	37	39	55 67	1	3	64 76	2	5	69 12	3	5	7 09	5	8
Charlestown.....	42 75	9	12	33 86	26	22	51 82	17	21	56 53	16	18	6 14	13	10
Coventry.....	21 14	36	36	30 48	31	31	36 32	33	32	39 54	33	35	3 97	35	34
Cranston.....	34 83	17	18	32 00	30	33	42 13	28	27	45 88	29	28	4 72	29	28
Cumberland.....	28 61	26	28	46 05	12	8	55 72	9	10	59 86	11	13	5 99	16	18
East Greenwich.....	34 69	18	19	32 46	29	28	38 46	30	30	41 87	31	29	4 43	31	27
East Providence.....	29 56	24	27	33 02	27	29	36 80	31	33	41 27	32	33	4 23	32	33
Exeter.....	52 92	2	3	32 82	28	12	55 35	11	4	63 36	7	3	7 84	2	1
Foster.....	51 67	4	5	55 48	2	5	65 71	1	2	73 57	1	2	8 04	1	2
Glocester.....	43 60	8	7	45 04	15	15	53 13	13	13	58 84	13	14	6 21	12	13
Hopkinton.....	51 99	3	2	47 64	7	4	56 11	7	3	65 46	4	1	6 66	7	4
Jamestown.....	47 92	6	9	42 67	16	16	52 87	14	17	58 94	12	19	6 03	15	21
Johnston.....	24 28	33	34	27 14	35	36	32 87	35	36	37 08	36	37	3 80	36	37
Lincoln.....	24 03	32	32	38 86	18	25	47 41	21	24	50 39	23	24	5 05	24	24
Little Compton.....	32 67	22	21	28 37	32	23	40 69	29	26	48 58	25	23	5 52	20	15
Middletown.....	34 77	19	20	37 86	23	32	44 77	23	34	50 69	22	34	5 23	23	32
Narragansett.....	60 68	1	1	48 43	5	2	64 16	3	1	70 94	2	4	7 47	4	5
Newport.....	42 74	10	10	53 98	3	1	59 98	4	6	64 70	5	6	6 64	8	6
New Shoreham.....	38 96	12	8	38 69	20	20	44 26	25	20	55 32	17	17	6 07	4	11
North Kingstown.....	47 77	7	6	47 16	9	9	55 54	10	9	59 90	10	12	6 32	11	9
North Providence.....	19 14	38	37	22 65	38	37	28 10	38	38	30 38	38	39	3 11	38	39
North Smithfield.....	29 79	23	22	35 40	25	24	42 20	27	16	47 31	27	15	4 85	27	17
Pawtucket.....	34 46	20	17	47 33	8	6	55 78	8	7	60 18	9	7	6 33	10	7
Portsmouth.....	19 08	39	35	24 14	37	38	26 39	39	39	29 76	39	38	2 98	39	38
Providence.....	36 32	15	16	45 15	14	10	50 92	18	15	55 30	18	16	5 67	19	19
Richmond.....	24 97	31	30	20 53	39	39	30 53	37	37	34 60	37	36	3 64	37	36
Seituate.....	33 77	21	15	28 05	33	30	36 45	32	29	43 44	30	27	4 58	30	26
Smithfield.....	25 35	30	26	26 94	36	34	34 90	34	31	38 08	35	31	4 01	33	31
South Kingstown.....	38 95	13	11	39 73	17	17	47 53	20	16	52 17	21	20	5 49	21	22
Tiverton.....	25 38	29	31	27 27	34	35	32 44	36	35	38 89	34	32	3 99	34	35
Warren.....	35 02	16	20	46 13	11	13	51 96	16	12	57 12	15	11	5 71	18	12
Warwick.....	48 74	5	4	47 99	6	14	57 04	6	18	62 00	8	21	6 50	9	23
Westerly.....	36 53	14	14	38 81	19	18	44 85	22	23	49 55	24	22	4 95	26	20
West Greenwich.....	26 23	28	25	38 01	22	26	49 01	19	14	54 78	19	10	7 54	3	3
West Warwick.....	23 60	35	38	45 49	13	19	52 61	15	22	54 67	20	25	5 47	22	29
Woonsocket.....	23 75	34	33	46 27	10	7	53 84	12	8	58 02	14	8	5 95	17	16

TABLE XIV—PUBLIC DAY SCHOOLS—TEACHERS' SALARIES

School Year 1919-1920

TOWNS AND CITIES	Aggregate number of months service performed by men.	Aggregate number of months service performed by women	Amount paid men	Amount paid women	Total amount paid teachers	Average monthly salary paid men	Average yearly salary paid men	Average monthly salary paid women	Average yearly salary paid women
Barrington.....	13	214	\$400 00	\$22,119 02	\$22,519 02	\$133 33	\$1,299 97	\$103 31	\$1,007 27
Bristol.....	37	551	4,929 95	47,373 25	52,303 20	134 15	1,341 50	85 98	850 80
Burrillville.....	10	328	1,815 78	32,004 22	33,820 00	191 13	1,815 78	97 57	926 92
Central Falls....	38	604	7,049 26	71,612 09	78,661 95	186 88	1,822 08	118 56	1,155 96
Charlestown.....		59		3,205 25	3,205 25			54 33	516 14
Coventry.....	10	239	820 00	16,202 30	17,022 30	82 00	820 00	67 79	677 90
Cranston.....	112	1,358	17,962 20	122,654 82	140,617 02	160 38	1,563 71	90 32	880 62
Cumberland.....		440		45,307 69	45,307 69			102 97	1,029 70
East Greenwich..		168		13,260 80	13,260 80			78 75	748 13
East Providence..	56	966	10,477 20	87,223 95	97,701 24	187 09	1,824 13	90 20	880 33
Exeter.....	2	70	88 92	3,088 86	3,177 78	44 46	400 00	44 44	368 85
Foster.....		72		3,802 75	3,802 75			52 82	501 79
Glocester.....		97		6,091 60	6,091 60			62 80	596 60
Hopkinton.....	26	166	2,562 50	8,286 73	10,849 23	98 56	985 60	49 92	499 20
Jamestown.....	10	78		6,404 62	6,404 62			82 11	800 57
Johnston.....		336		25,992 98	25,992 98			77 36	754 26
Lincoln.....	10	326	1,180 00	29,162 80	30,342 80	118 00	1,180 00	89 56	895 60
Little Compton..		88		5,979 95	5,979 95			68 19	593 25
Middletown.....		87		8,264 75	8,264 75			95 00	916 75
Narragansett....		57		4,700 00	4,700 00			82 46	783 37
Newport.....	162	1,236	36,326 86	140,951 83	177,278 69	223 93	2,183 32	114 04	1,111 89
New Shoreham...*	10	64		3,450 00	3,450 00			53 91	490 58
North Kingstown.	47	174	5,550 00	15,684 81	21,234 81	118 09	1,121 26	90 14	856 33
North Providence.		327		24,224 40	24,224 40			74 08	722 28
North Smithfield.		148		11,125 40	11,125 40			75 17	732 91
Pawtucket.....	222	2,668	41,176 84	280,905 70	322,082 54	185 48	1,762 06	105 29	1,000 26
Portsmouth.....		120		8,523 75	8,523 75			71 03	710 30
Providence.....	938	9,525	199,892 69	1,109,420 53	1,309,313 22	213 11	2,077 82	116 47	1,135 58
Richmond.....		82		4,629 25	4,629 25			56 45	516 52
Scituate.....	11	132	725 92	8,346 95	9,072 87	66 67	600 00	63 23	600 69
Smithfield.....		151		10,188 20	10,188 20			67 47	640 97
South Kingstown.	11	276	2,000 00	21,131 23	23,131 23	178 95	1,700 00	76 56	727 32
Tiverton.....		224		14,300 00	14,300 00			63 84	622 44
Warren.....	20	410	3,912 45	41,797 16	45,709 61	195 62	1,956 23	101 94	1,019 40
Warwick.....	77	653	13,065 05	74,380 97	87,446 02	169 68	1,611 96	113 91	1,082 15
Westerly.....	50	492	7,325 30	50,161 13	57,486 43	146 51	1,465 10	101 95	1,019 50
West Greenwich..		29		1,450 00	1,450 00			50 00	362 50
West Warwick...	128	617	21,230 75	64,906 13	86,136 88	165 87	1,658 70	105 20	1,052 00
Woonsocket.....	78	1,318	14,417 39	143,567 68	157,985 07	184 84	1,802 19	108 93	1,062 07
Totals.....	2,078	24,950	\$392,909 15	\$2,591,884 15	\$2,984,793 30	\$189 08	\$1,843 53	\$103 88	\$1,012 83

*Included in salary of superintendent.

TABLE XV—EVENING SCHOOL EXPENSES
School Year 1919-1920

TOWNS AND CITIES	Aggregate number of evenings' service performed by men	Aggregate number of evenings' service performed by women	EXPENDITURES			COST OF INSTRUCTION INCLUDING ONLY TEACHERS' SALARIES			
			Amount paid men	Amount paid women	Other expenses	Total expenditures	Cost per capita of pupils enrolled	Cost per capita of average attendance	Cost per week for each pupil in-struction
Barrington.....	144	144	\$288 00	\$379 00	\$107 52	\$834 52	\$6 54	\$14 19	\$1 07
Bristol.....	118	544	317 00	1,133 00	253 78	1,703 78	4 23	10 66	74
Burrillville.....	.....	306	.....	555 00	416 19	971 19	3 15	10 88	1 36
Central Falls.....	396	1,553	1,513 50	3,035 00	1,193 17	5,679 67	3 00	6 90	55
Coventry.....	48	96	144 00	192 00	48 00	384 00	5 17	10 18	1 06
Cranston.....	186	351	664 00	798 50	274 32	1,736 82	6 14	15 56	1 46
Cumberland.....	.....	201	.....	535 50	321 28	829 28	4 78	13 39	1 31
East Providence.....	127	274	*319 00	334 00	567 70	1,690 70	5 50	16 04	88
Johnston.....	14	.....	*30 00	.....	75 00	652 50	7 40	9 02	1 03
Lincoln.....	.....	125	.....	†305 00	107 01	533 51	3 23	5 14	48
Newport.....	253	302	74 00	762 25	813 60	2,321 85	4 46	16 57	1 22
North Providence.....	.....	.....	.....	.....	.....	140 00	15 55	17 50	1 08
Pawtucket.....	1,428	1,828	3,213 49	4,215 50	1,137 04	8,534 03	5 08	13 38	97
Providence.....	3,772	6,514	13,992 00	15,603 50	10,253 92	38,691 92	6 29	19 03	1 11
Smithfield.....	.....	86	.....	186 00	96 90	282 90	3 72	11 63	1 74
Warren.....	6	353	18 00	735 00	166 66	921 66	10 61	18 83	1 60
Warwick.....	100	284	312 00	679 00	473 71	1,464 71	12 23	19 06	95
Westerly.....	56	251	140 00	556 50	607 62	1,304 12	5 95	18 82	1 57
West Warwick.....	483	853	1,552 00	1,686 00	1,094 89	4,332 89	7 96	15 49	1 05
Woonsocket.....	660	2,296	1,788 50	5,246 00	2,989 06	10,023 56	5 15	23 61	1 58
Totals.....	6,691	17,151	\$25,037 49	\$36,936 75	\$21,059 37	\$83,033 61	\$5 08	\$15 82	\$3 52

*Also tuition to Providence. †Also tuition to Central Falls, Cumberland, and Pawtucket. ‡Tuition to Providence.

TABLE XVI—SUPERINTENDENTS OF SCHOOLS

School Year 1919-1920

TOWNS AND CITIES	SUPERINTENDENTS	POST OFFICE ADDRESS	SALARIES
Barrington.....	*Charles H. Keyes.....	Barrington.....	\$3,000 00
Bristol.....	William C. Hobbs.....	Bristol.....	2,800 00
Burrillville.....	Joseph C. Sweeney.....	Pascoag.....	2,625 00
Central Falls.....	Robert K. Bennett.....	Central Falls.....	3,000 00
Charlestown, Hopkinton.....	S. Hussey Reed.....	8 Spring Street, Westerly.....	1,800 00
Coventry.....	*John H. Bailey.....	Anthony.....	1,800 00
Cranston.....	John K. Fenner.....	Auburn.....	2,700 00
Cumberland.....	Irving C. Mitchell.....	Valley Falls.....	2,800 00
East Greenwich, Scituate.....	Irving C. Phillips.....	East Greenwich.....	1,800 00
East Providence.....	James R. D. Oldham.....	East Providence.....	2,650 00
Exeter.....	*Rowland B. Palmer.....	Slocum.....	50 00
Foster, Gloucester, Smithfield.....	Clovia W. Mitchell.....	Greenville.....	2,400 00
Gloicester, Foster, Smithfield.....	S. Hussey Reed.....	Greenville.....	.....
Hopkinton, Charlestown.....	Walter H. Weston.....	8 Spring Street, Westerly.....	.....
Lincoln.....	George F. Weston.....	Janetown.....	1,023 00
Lincoln.....	John L. Smith.....	97 Greenville Avenue, Johnston.....	1,800 00
Little Compton.....	J. Webster Coombs.....	Lonsdale.....	2,650 00
Middletown.....	Joel Peckham.....	Little Compton.....	250 00
Narragansett, South Kingstown.....	William A. Brady.....	Route 1, R. F. D., Newport.....	400 00
Newport.....	Herbert W. Lull.....	Wakefield.....	2,150 00
New Shoreham.....	D. Alva Crandall.....	Newport.....	3,650 00
North Kingstown.....	*Henry M. Walraft.....	Block Island.....	1,500 00
North Providence.....	August Beau.....	Wickford.....	1,800 00
North Smithfield.....	Emerson L. Adams.....	25 Lookout Avenue, North Providence.....	1,500 00
Pawtucket.....	Frank O. Draper.....	Auburn.....	210 00
Providence.....	Isabella C. Chase.....	Pawtucket.....	400 00
Providence.....	Charles W. Walslow.....	Pawtucket.....	300 00
Providence.....	Charles J. Phillips.....	Providence.....	5,500 00
Smithfield, East Greenwich.....	Clovia W. Mitchell.....	Kronon.....	250 00
Smithfield, Foster, Gloucester.....	William A. Brady.....	East Greenwich.....	.....
South Kingstown, Narragansett.....	*Lewis M. Wager.....	Greenville.....	.....
Tiverton.....	Leroy G. Staples.....	Wakefield.....	1,700 00
Warren.....	William F. Miner.....	North Tiverton.....	2,800 00
Warwick.....	Willard H. Bacon.....	Warren.....	2,500 00
Westerly.....	Joseph Rose.....	Apponaug.....	3,000 00
West Greenwich.....	John F. Deering.....	Westerly.....	125 00
West Warwick.....	Wendell A. Mowry.....	Washington.....	2,000 00
Woonsocket.....	.....	River Point.....	2,000 00
Woonsocket.....	.....	Woonsocket.....	3,000 00

*Denotes change from last year

TABLE XVII—SCHOOL COMMITTEES

School Year 1919-1920

TOWNS AND CITIES	NAMES	POST OFFICE ADDRESSES	Term expires
BARRINGTON.....	*Mrs. Mabel C. Blake.....	Barrington.....	1922
	*Mrs. Mabelle Frazee.....	Barrington.....	1922
	Isaac F. Foster.....	Barrington.....	1921
	Hubert N. Terrell, <i>Ch.</i>	R. F. D., Barrington.....	1920
	Frank H. Elmore.....	Barrington.....	1920
	†Charles H. Keyes, <i>S. & *Cl.</i>	Barrington.....	1920
BRISTOL.....	Rev. Anson B. Howard, * <i>Ch.</i>	15 Church Street.....	1923
	Cordelia L. Merriman.....	620 Hope Street.....	1923
	Rev. Joseph Poja.....	141 State Street.....	1923
	Henry W. Boynton.....	Hope Street.....	1921
	Robert J. Connery.....	110 Church Street.....	1921
	Edwin F. Lindsey.....	Church Street.....	1921
	Benjamin M. McDougall.....	55 Franklin Street.....	1921
BURRILLVILLE.....	†Bertram W. Wall, <i>Cl.</i>	275 Wood Street.....	1919
	Clovis E. Rounds, <i>Ch.</i>	Pascoag.....	1922
	George W. Ashton, <i>M. D.</i>	Mapleville.....	1921
	John N. Finnegan.....	Glendale.....	1921
	George F. Flanagan.....	Bridgeton.....	1920
CENTRAL FALLS.....	†Thomas Piche.....	Harrisville.....	1920
	†Joseph C. Sweeney, <i>S. & Cl.</i>	Pascoag.....	1920
	James J. Doyle.....	332 Hunt St., Central Falls..	1925
	Rudolphe E. Rocheleau.....	5 Darling St., " ".....	1925
	Francis A. Cloutier, <i>Cl.</i>	879 Lonsdale Av., " ".....	1923
	James F. Murphy, <i>Ch.</i>	47 Rand St., " ".....	1923
	William Allan.....	109 Cross St., " ".....	1921
CHARLESTOWN.....	Everett E. Tripp.....	71 Hawes St., " ".....	1921
	George A. Carmichael, <i>Ch.</i>	Shannock.....	1922
	Mrs. Lulu M. Schlesinger, <i>Cl.</i>	Charlestown.....	1922
	Millard F. Tucker.....	Carolina.....	1920
COVENTRY.....	Warren M. Greene, <i>Ch.</i>	Washington.....	1922
	Ezra K. Parker.....	48 Custom House Street, Providence.....	1922
	Rev. Frederic W. Sandford, <i>Cl.</i>	Phenix.....	1922
	Wayne A. Whitman.....	Washington.....	1922
	Herbert Matteson.....	Anthony.....	1920
	Benjamin F. Tefft, <i>M. D.</i>	Anthony.....	1920
	Charles M. Tyler.....	Washington.....	1920
CRANSTON.....	John W. Horton, <i>Mayor</i>	227 Armington St., Edgewood	<i>Ex officio</i>
	Walter L. Palmer.....	1547 Cranston St., Cranston.	1923
	David F. Sherwood.....	283 Norwood Ave., Edgewood	1923
	John H. Burke.....	11 Princess Ave., Cranston..	1921
	Herbert T. Hammond, <i>Cl.</i>	72 Weybosset St., Providence.	1921
	Walter A. Keach.....	Cranston Street, Meshanticut	1921
	Daniel S. Latham, <i>M. D. Ch.</i>	Auburn.....	1921
	Everett C. Potter.....	407 Pontiac Avenue, Auburn..	1921
CUMBERLAND.....	Max J. Schwarz.....	26 Dunedin Street, Cranston..	1921
	Albert G. Blackmar.....	22 Forest Ave., Valley Falls..	1922
	Thomas Turner.....	Ashton.....	1922
	Walter F. Brown, <i>Ch.</i>	696 High Street, Lonsdale....	1920
	Charles A. Dexter.....	6 Smith Street, Valley Falls..	1920
	William E. Little.....	Little Pond County, Manville..	1920
	Frank J. Shea, * <i>Cl.</i>	8 River Street, Valley Falls..	1920
EAST GREENWICH.....	Charles F. White.....	708 High Street, Lonsdale....	1920
	J. William Carr.....	East Greenwich.....	1922
	Emerson A. Gould, <i>Cl.</i>	East Greenwich.....	1922
	Herbert B. Horton, <i>M. D.</i>	East Greenwich.....	1921
	John D. Miner, <i>Ch.</i>	East Greenwich.....	1921
	Arthur A. Earnshaw.....	East Greenwich.....	1920
	Charles A. Magoon.....	East Greenwich.....	1920

*Denotes a change from last year.

†Not a member of Committee.

TOWNS AND CITIES	NAMES	POST OFFICE ADDRESSES	Term expires
EAST PROVIDENCE.....	George H. Blackwell, <i>Ch.</i>	Riverside.....	1924
	Samuel E. Lincoln, <i>Cl.</i>	10 Seventh Street.....	1922
	John H. Sullivan.....	228 Taunton Avenue.....	1922
	Lawrence Hay.....	15 Centre Street.....	1920
	Mrs. Pearl M. T. Remington.....	216 Waterman Avenue.....	1920
EXETER.....	Stephen A. Sweet, <i>Ch.</i>	Slocum.....	1922
	John F. Perkins.....	Escoheag.....	1921
	S. Everett Brown, <i>Cl.</i>	Exeter.....	1920
FOSTER.....	George A. Wetherbee, <i>Cl.</i>	North Scituate.....	1922
	Albert E. Manchester, <i>Ch.</i>	North Scituate.....	1921
	Mrs. Ida S. Johnson.....	Greene.....	1920
GLOUCESTER.....	Win. M. Munry, M. D., <i>Ch.</i>	Harmony.....	1922
	Frank F. Davis.....	Chepachet.....	1921
	Ernest E. Hopkins.....	Chepachet.....	1920
	†Clovis W. Mitchell, S. & <i>Cl.</i>	Greenville.....	
HOPLINTON.....	Henry D. Bailey, * <i>Ch.</i>	Hope Valley.....	1923
	*Eugene Wheeler.....	Hopkinton.....	1922
	*Robert L. Coon, <i>Cl.</i>	Westerly, R. F. D.....	1921
JAMESTOWN.....	*Charles A. Westall.....	Jamestown.....	1924
	Rev. P. J. Sullivan, <i>Cl.</i>	Jamestown.....	1923
	George Howland.....	Jamestown.....	1922
	George H. Carr, <i>Ch.</i>	Jamestown.....	1921
	William Caswell.....	Jamestown.....	1920
JOHNSTON.....	Sarah Dyer Barnes.....	204 Greenville Ave., Johnston	1922
	William C. Gill.....	Thornton.....	1920
	Walter J. Howard, <i>Ch.</i>	Centredale.....	1920
	†George F. Weston, <i>Cl.</i> & <i>S.</i>	97 Greenville Ave., Johnston.	
LINCOLN.....	Arthur Ducharme.....	Manville.....	1923
	Harry Garner, <i>Ch.</i>	Manville.....	1923
	John H. Jackson.....	Saylesville.....	1923
	William Martin, <i>Cl.</i>	Lonsdale.....	1921
	Arthur Rathel.....	Saylesville.....	1921
LITTLE COMPTON.....	John H. Jewell, <i>Ch.</i>	Little Compton.....	1922
	*Mrs. Inez M. Peckham.....	Little Compton.....	1922
	Mrs. Emma B. Brownell.....	Little Compton.....	1921
	Thomas J. Brennan, M. D.....	Little Compton.....	1921
	Rebecca W. Tripp.....	Little Compton.....	1920
	†J. Webster Coombs, * <i>Cl.</i> & <i>S.</i>	Little Compton.....	
MIDDLETOWN.....	Mrs. Lilla P. Peckham.....	R. F. D. Newport.....	1923
	Charles H. Ward.....	R. F. D. Newport.....	1923
	Fred W. Webber, <i>Ch.</i>	R. F. D. Newport.....	1921
	Mrs. Louisa Nicholson.....	R. F. D. Newport.....	1920
	George A. Simmons.....	R. F. D. Newport.....	1920
	†Joel Peckham, <i>Cl.</i> and <i>S.</i>	R. F. D. Newport.....	
NARRAGANSETT.....	Mrs. Avis Borda, <i>Ch.</i>	Narragansett Pier.....	1922
	Rev. W. H. B. Allen.....	Narragansett Pier.....	1921
	James T. Caswell, <i>Cl.</i>	Narragansett Pier.....	1920
NEWPORT.....	Robert C. Bachelier.....	363 Thames Street, Newport	1922
	Hugh B. Baker.....	40 Cranston Avenue, "	1922
	William P. Clarke.....	Free Library Bldg., "	1922
	William J. Cozens.....	11 Mount Vernon Street, "	1922
	William R. Harvey.....	25 Gibbs Street, "	1921
	Anna F. Hunter.....	20 Kay Street, "	1921
	Rev. Emory H. Porter, D.D.....	5 Bellevue Court, "	1921
	John P. Sullivan.....	23 Channing Street, "	1921
	Leander K. Carr.....	Herald Office, "	1920
	Thomas B. Congdon, * <i>Ch.</i>	419 Broadway, "	1920
	William W. Covell.....	163 Thames Street, "	1920
	Henry C. Stevens, Jr.....	8 Washington Square, "	1920
	†Herbert W. Lull, <i>Cl.</i> and <i>S.</i>	City Hall, "	
NEW SHOREHAM.....	Samuel L. Hayes.....	Block Island.....	1922
	Ray G. Lewis, <i>Ch.</i>	Block Island.....	1922
	Nicholas Bull.....	Block Island.....	1921
	Horace A. Roberts, D. D.....	Block Island.....	1920

*Denotes a change from last year.

†Not a member of Committee.

TOWNS AND CITIES	NAMES	POST OFFICE ADDRESSES	Terms expires
NORTH KINGSTOWN...	Frank E. Brown, <i>Cl.</i>	Wickford.....	1923
	George N. Cook.....	East Greenwich, R. F. D....	1923
	James E. Reynolds.....	Wickford.....	1923
	James F. Carson.....	Saunderstown, R. F. D....	1920
	Mrs. Alice H. D. Greene.....	Wickford.....	1920
	Harold Metcalf, M. D. <i>Ch.</i>	Wickford.....	1920
	Mrs. Mary A. Sheahan.....	Wickford.....	1920
NORTH PROVIDENCE...	Joseph E. Farnum, D. M. D.	92 High Service Avenue, North Providence.....	1922
	Charles F. Gilson, <i>Cl.</i>	59 Woonasquatucket Avenue, North Providence.....	1922
	Joseph A. Beauregard, <i>Ch.</i>	1241 Mineral Spring Avenue, North Providence.....	1920
	Charles R. Merchant.....	1329 Douglas Avenue, North Providence.....	1920
	Newell Swan.....	7 Allen Avenue, North Providence.....	1920
NORTH SMITHFIELD...	Francis H. Robbins, <i>Cl.</i>	Woonsocket, R. F. D.....	1922
	Samuel Farron.....	Woonsocket.....	1921
	John F. McCaffrey, * <i>Ch.</i>	Blackstone, Mass.....	1920
PAWTUCKET.....	Lester W. Millman, <i>Ch.</i>	450 Broadway, Pawtucket.....	1925
	Mrs. Myra B. Morse.....	4 Summit Street, ".....	1925
	George V. Morin.....	495 Brook Street, ".....	1925
	Harry F. Burnham.....	562 Pawtucket Ave., ".....	1923
	Mrs. Mildred L. Jenks.....	77 Glenwood Avenue, ".....	1923
	Paul LaPlante.....	29 1onsdale Avenue, ".....	1923
	T. Stewart Little.....	55 Brook Street, ".....	1921
	Mrs. Agnes T. Peck.....	104 Cedar Street, ".....	1921
	Albert N. Williams.....	72 Park Place, ".....	1921
	†Thomas C. Croston, <i>Cl.</i>	City Hall, ".....	
PORTSMOUTH.....	Eugene Chase, Jr.....	Prudence Island.....	1922
	Mrs. Carlotta B. Coggeshall.....	R. F. D. Newport.....	1922
	Henry F. Anthony, <i>Ch.</i>	Portsmouth.....	1921
	Benjamin F. C. Boyd.....	R. F. D. Newport.....	1921
	Frederick A. Coggeshall, <i>Cl.</i>	R. F. D. Newport.....	1921
	Benjamin F. Anthony.....	Portsmouth.....	1920
	Burton W. Storrs, M. D.....	Portsmouth.....	1920
PROVIDENCE.....	Joseph H. Gainer, <i>Mayor</i>	City Hall, Providence.....	<i>Ex officio</i>
	William A. Schofield, <i>Pres. Common Council</i>	144 Pine Street, ".....	<i>Ex officio</i>
	Warren C. Johnson, <i>Com. on Education</i>	29 Maple Street, ".....	<i>Ex officio</i>
	Mrs. Annie H. Barus.....	30 Elm Grove Avenue, ".....	1924
	William H. Clark.....	15 Westminster Street, ".....	1924
	John J. Dolan.....	337 Westminster Street, ".....	1924
	James M. Gillraiv.....	632 Ind. Trust Bldg., ".....	1924
	Howard B. Gorham, <i>Ch.</i>	4 Weybosset Street, ".....	1924
	John P. Masterason.....	973 Branch Avenue, ".....	1924
	Charles E. Hancock.....	7 Beverly Street, ".....	1924
	Wilfred H. Munro.....	115 Butler Avenue, ".....	1924
	James E. Smith.....	236-237 Grosvenor Bldg ".....	1924
	P. Francis Walker, M. D.....	382 Cranston Street, ".....	1924
	William F. Allen.....	Cor. Westminster and Snow Streets, ".....	1922
	Michael N. Cardarelli.....	570 Douglas Avenue, ".....	1922
	Antonio Corrente.....	415 Atwells Avenue, ".....	1922
	William J. Dwyer.....	69 Westminster Street, ".....	1922
	William S. Edwards.....	180 Westminster Street, ".....	1922
	Robert Grieve.....	637 Grosvenor Bldg., ".....	1922
	Frank A. Jenks.....	10 Rye Street, ".....	1922
	*William W. Moss.....	1511 Turks Head Bldg., ".....	1922
	William E. Pimble.....	138 Burnett Street, ".....	1922
	*Mrs. Cornelia A. Upton.....	30 Forest Street, ".....	1922
	Frank Barnbrook.....	412 Butler Exchange, ".....	1920
	James S. Fletcher.....	6 Weybosset Street, ".....	1920
	Walter B. Frost.....	42 Weybosset Street, ".....	1920
	Archie H. Harden.....	122 Dorrance Street, ".....	1920
	Henry Marsh, Jr.....	86 Weybosset Street, ".....	1920
	George F. McCoy.....	419 Grosvenor Bldg., ".....	1920
	Charles A. McDonald, M.D.....	323 Smith Street, ".....	1920
	Edward L. McAbeay.....	95 Chestnut Street, ".....	1920
	Abel Reynolds.....	802 Turks Head Bldg., ".....	1920
	Patrick J. Smith.....	198 Blackstone Street, ".....	1920
	†Henry B. Rose, <i>Cl.</i>	Classical High School.....	

*Denotes a change from last year.

†Not a member of Committee.

TOWNS AND CITIES	NAMES	POST OFFICE ADDRESSES	Term expires
RICHMOND.....	*John Hopkins.....	Shannock.....	1921
	Charles S. Weaver, <i>Cl.</i>	Shannock.....	1920
	John W. Saunders, <i>Ch.</i>	Wyoming.....	1920
SCITUATE.....	Mrs. Margaret H. Irons.....	North Scituate.....	1922
	Benjamin A. Ross, <i>Ch.</i>	North Scituate.....	1920
	Charles A. Brayton, <i>Cl.</i>	Hope.....	1920
SMITHFIELD.....	Franklin S. Colwell.....	Greenville.....	1920
	Albert L. Latham.....	R. F. D. Centredale.....	1920
	Irving S. Cook, M. D., <i>Ch.</i>	Georgiaville.....	1920
	†Clovis W. Mitchell, <i>Cl. & S.</i>	Greenville.....	
SOUTH KINGSTOWN.....	Samuel R. Robinson.....	Wakefield.....	1923
	Edmund Walker.....	Wakefield.....	1923
	George A. Kroemer, * <i>Ch.</i>	Wakefield.....	1922
	Sumner Mowry, <i>Cl.</i>	Peace Dale.....	1922
	George E. Adams.....	Kingston.....	1921
	Edmund Lyons.....	Peace Dale.....	1921
	Marshall H. Tyler.....	Kingston.....	1921
TIVERTON.....	Richard S. Rose.....	Tiverton.....	1923
	*Albert G. Winward.....	Tiverton.....	1922
	James H. Sullivan, <i>Ch.</i>	North Tiverton.....	1921
WARREN.....	Marcus H. Merchant.....	Warren.....	1923
	Henri Rogers, * <i>Ch.</i>	Warren.....	1922
	William Boylan, * <i>Cl.</i>	Warren.....	1921
WARWICK.....	John G. Hardy.....	Warwick.....	1922
	John A. Lawson.....	Pontiac.....	1922
	Howard M. Smith, <i>Ch.</i>	Lakewood.....	1922
	Willard C. Murdock.....	Norwood.....	1920
	John A. Straight.....	East Greenwich.....	1920
	†Clarence O. Carpenter, <i>Cl.</i>	Apponaug.....	
WESTERLY.....	Thomas Hope.....	Westerly.....	1925
	Thomas Perry, <i>Cl.</i>	Westerly.....	1923
	Arthur M. Cottrell, <i>Ch.</i>	Westerly.....	1921
WEST GREENWICH.....	Leon D. Andrews, <i>Ch.</i>	East Greenwich.....	1922
	George R. Fisk, <i>Cl.</i>	Summit.....	1920
	*Annie M. Carr.....	Washington.....	1920
WEST WARWICK.....	Emile L. Tellier.....	Arctic.....	1924
	Frita H. Krantz, <i>Ch.</i>	Crompton.....	1920
	John B. Nolan.....	River Point.....	1920
	†John F. Deering, <i>Cl. & S.</i>	River Point.....	
WOONSOCKET.....	Adelard L. Soucy, <i>Mayor</i>	City Hall, Woonsocket.	<i>Ex officio</i>
	Augustin Fealhaber, <i>Ch.</i>	394 Cumberland Hill R'd."	<i>Ex officio</i>
	Adelard E. Peloquin, <i>Ch.</i>		
	<i>Com. on Education.</i>	362 Knight Street,	" <i>Ex officio</i>
	Albert Derochers.....	232 Main Street,	" 1925
	Rev. Adelard Laliberté.....	82 Cumberland Street,	" 1925
	William C. Bradley.....	52 North Main Street,	" 1923
	Theophile Guerin.....	Rear 292 East School St.,	" 1923
	Edward W. Reade.....	1 Market Square	" 1923
	S. Burt Bailey.....	625 Park Avenue,	" 1921
	William F. Barry, M.D., <i>Ch.</i>	16 Edwards Block.,	" 1921
	Jeremiah J. Gearon, D. D. S.	1 Longley Building,	" 1921
	†George A. Smith, <i>Cl.</i>	City Hall,	"

*Denotes a change from last year.

†Not a member of Committee.

TABLE XVIII—COLLEGES AND HIGHER INSTITUTIONS

School Year 1919-1920

TOWN—SCHOOL NAME	ADMINISTRATION	LOCATION	PRESIDENT	When founded	When incorporated	Number of teachers	Number of students
Rhode Island State College.....	Federal—State.....	Kingston.....	Howard Edwards.....	1888	1892	38	345
Rhode Island College of Education.....	State.....	Gaspee Street, Providence.....	John L. Alger.....	1854	1920	64	861
*† Rhode Island School of Design.....	State and Private Corporation.....	11 Waterman Street, Prov.....	L. Earle Rowe.....	1878	1877	83	1778
† Brown University.....	Private Corporation.....	Prospect Street, Providence.....	William H. P. Faunce.....	1764	1764	112	2248
Providence College.....	Private Corporation.....	River Avenue, Providence.....	Rev. Albert T. Casey.....	1919	1917	12	84
*† College of Pharmacy and Allied Sciences.....	Private Corporation.....	North Main Street, Prov.....	Edward E. Calder.....	1902	1902	13	125

*Collegiate and Secondary

†Director

†Free scholarships maintained by State

†Dean

School year 1919-1920

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School year 1919-1920

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Holy Name of Jesus.....	Jenkins St.....	Sister M. Carissima.....	1912 1912 105	194 202	396	378 317	32	8	8
Immaculate Conception.....	West River St.....	Rev. Thos. A. Robinson	1867 1863 182	269 264	533	405 487	37	10	10	8 2
La Salle Academy.....	Fountain St.....	Brother A. Jerome.....	1872 1893 180	530	530	510 500	79	23	22	1 14 9
Lincoln School for Girls.....	301 Butler Ave.....	Frances Lucas.....	1886 1912 165	1 155	156	152 145	14	1	22	20 5 4 14
Providence School for Secretaries	402 Westminster St.....	Annie E. Davis.....	1910.....	300	80	75	55	2	5	4 3
St. Anthony's.....	529 Plainfield St.....	Sister St. Denis.....	1916.....	181	137 172	309	304 300	6	8	7
St. Edwards'.....	983 Branch Ave.....	Sister M. Mercedes.....	1881.....	206	156 178	334	334 310	15	8	8
St. Mary's Academy.....	Bainbridge Ave.....	Rev. J. F. O'Meara.....	1873 1890 188	428 553	981	469 452	78	4	18	22 10 8 4
St. Patrick's.....	Davis St.....	Rev. Martin F. Reddy.....	1831.....	178 300	268	568	511 454	26	10	10
St. Teresa's.....	Manton Ave. & Pope St.	Brother C. Vincent.....	1891 1891 190	535 580	715	700 693	46	3	12	15
St. Xavier's Academy.....	60 Broad St.....	Sister M. Eulalia.....	1831 1874 177	210	210	186 195	.....	14	10	8 2 2
Jeweeny School of Shorthand and Typewriting.....	152 Friendship St.....	Mary McLaughlin.....	1908.....	220	12 66	78	78 74	15	1	5 6
Tyler Schools.....	Point and Plain Sts.....	Sister M. Ambrosia.....	1890 1890 182	437 465	902	849 800	71	2	21	23 11 10 2
The Mary C. Wheeler School.....	216 Hope St.....	Mary H. Day.....	1890 1914 155	6 196	202	203	28	7	19	10
Warren— St. John Baptist.....	8 Hope St.....	Rev. Elphège Caron.....	1897.....	200	93 97	190	180 180	.....	4	4
West Warwick— Our Lady of Lourdes.....	Phenix.....	Rev. G. Laverdière.....	1892.....	180	166 167	333	308 292	4	8	8
St. James.....	Arctic.....	Sister M. Eldreda.....	1902.....	180	148 174	322	307 300	17	6	6
St. John the Baptist.....	Arctic.....	Rev. D. B. Brunell.....	1889.....	198 408 412	829	795 781	4	1	17	15 3 12 1
St. Joseph's.....	Main St., Natiek.....	Elizabeth Brodeur.....	1915.....	193	34 36	70	70 63	.....	2	2
Woonsocket— Convent of Jesus and Mary.....	61 Park Ave.....	Mary St. Peter Claver.....	1884 1907 182	263 452	715	684 662	5	27	23	22 2
Holy Family.....	404 South Main St.....	Mother Mary de Neiges.....	1900.....	200	182 230	412	406 380	.....	8	2 4
Sacred Heart College.....	43 Humlet St.....	Brother Josephus.....	1898.....	105 316	316	290 288	4	12	11	.....
St. Aloysius.....	122 Chester St.....	Rev. A. Plasse.....	1910 1910 191	319 308	627	584 590	5	13	13	10
St. Ann's.....	114 Gaudin Ave.....	Rev. C. Villard.....	1891 1892 200	573 674	1,247	1,019 944	7	26	26	5 10 2
St. Charles.....	Earle and Daniels Sts.....	Sister M. Brendan.....	1890 1894 189	176 176	352	332 318	35	8	8	8
Woonsocket Commercial School.....	87 Main St.....	Edwin B. Hill.....	1897.....	202	163 196	359	272 222	69	3	14 12 3 2

TABLE XX—ENFORCEMENT OF COMPULSORY LAW

TOWNS AND CITIES	Number of Truant Officers	Compensation	PARENTS OR GUARDIANS		TRUANTS AND HABITUAL OFFENDERS						NUMBER OF PROSE- CUTIONS	NUMBER OF CON- VICTIONS		Number of certificates issued by School Committee
			Number of cases of non-attendance acted upon	Number of parents notified to send children to school	Number of truants reported	Number of children prosecuted as truants	Number of children prosecuted as habitual offenders	Number of children committed to reform school	Number of children con- tinued on probation	Number of complaints discontinued	Of parents	Of employers	Of parents	Of employers
Barrington.....	1	\$75 00	31	80	97	1	.....	.....	1	.....	.....	.....	.....	37
Bristol.....	1	450 00	627	379	74	3	.....	.....	15	15	2	.....	2	162
Burlington.....	1	50 00	20	13	3	.....	.....	.....	.....	.....	.....	.....	.....	111
Central Falls.....	1	750 00	442	405	45	2	.....	2	.....	.....	1	.....	1	471
Charlestown.....	1	25 00	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
Coventry.....	1	100 00	31	15	5	.....	.....	.....	5	.....	.....	.....	.....	79
Cranston.....	1	1,000 00	303	303	94	36	23	27	8	.....	.....	.....	.....	235
Cumberland.....	1	150 00	93	91	95	1	1	1	1	92	1	.....	1	164
East Greenwich.....	1	75 00	45	55	16	.....	.....	.....	.....	.....	.....	.....	.....	33
East Providence.....	1	400 00	151	200	391	1	1	1	21	100	.....	.....	.....	176
Exeter.....	1	15 00	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Foster.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Glocester.....	1	25 00	62	62	62	.....	.....	.....	.....	.....	.....	.....	.....	14
Hopkinton.....	2	15 00 each	9	6	10	.....	.....	.....	.....	.....	.....	.....	.....	12
Jamestown.....	1	20 00	26	26	2	.....	.....	.....	.....	.....	.....	.....	.....	4
Johnston.....	1	80 00	154	90	8	4	4	4	4	.....	.....	.....	.....	141
Lincoln.....	1	40 00 each	478	396	29	.....	.....	.....	.....	.....	.....	.....	.....	152
Little Compton.....	1	12 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XXI—ABSENTEEISM

Year ending December 31, 1919

TOWNS AND CITIES	NUMBER NOT ATTENDING ANY SCHOOL								Increase or decrease from last year	Total number 7 years and under 14 not attending school as required by law	Increase or decrease from last year	
	Under 7 Years of Age		7 and Under 14 Years		14 Years		15 Years					Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls				
Barrington.....	56	49	1	4	3	8	11	132	-32	1	-7	
Bristol.....	207	199	27	29	18	20	52	63	+160	56	+33	
Burrillville.....	79	115	7	3	25	41	52	58	380	10	-11	
Central Falls.....	212	202	11	23	128	143	144	159	+1,022	34	+4	
Charlestown.....	6	4		3	4	2	2	21	-3		-2	
Coventry.....	54	42		4	1	2	28	26	-157	4	-4	
Cranston.....	257	223	4	5	42	28	108	96	+763	9	-32	
Cumberland.....	120	123	6	9	18	10	78	59	+423	15	-14	
East Greenwich..	28	31				1	13	6	79	-1		
East Providence..	258	289	32	20	33	33	65	63	-793	52	-22	
Exeter.....				2		1		2	5	4	+2	
Foster.....	1	2				1			4			
Glocester.....	11	8		1	5	3	5	5	38	1	-1	
Hopkinton.....	16	7	8	3	4	2	6	2	48	11	+11	
Jamestown.....	4	11		1			1	1	18	1	-1	
Johnston.....	143	124	19	9		2	41	43	381	28	+15	
Lincoln.....	95	89	6	3	19	8	46	58	324	9	-5	
Little Compton..	9	15	5	1		1	2	3	36	6	-2	
Middletown.....	22	13		2	3	2	7	8	57	2	-2	
Narragansett.....			2	2				1	5	4	+4	
Newport.....	194	150	14	22	7	4	45	31	467	36	+15	
New Shoreham...	8	3					2	1	11		-1	
North Kingstown.	34	22	2	4	3	5	6	16	92	6		
North Providence	101	97	5	7	39	36	74	67	+426	12	+5	
North Smithfield.	32	39	2	2	3	2	19	17	116	4	-5	
Pawtucket.....	365	395	10	11	234	226	286	302	1,829	21	-28	
Portsmouth.....	44	45	6	4	6	7	11	11	134	10	-16	
Providence.....	1,657	1,559	86	86	34	42	744	664	4,902	172	-2	
Richmond.....	1	3		2		5	3	4	18	2	+1	
Scituate.....	31	17	3	3	6	2	13	8	83	6	-50	
Smithfield.....	43	34	2	2	12	14	21	16	144	4	-2	
South Kingstown.	43	31	5	2	2	7	23	14	127	7	-26	
Tiverton.....			1	3	20	20	23	29	96	4	+3	
Warren.....	110	126	3	7	3	4	52	57	362	10	-7	
Warwick.....	186	167	2	6	7	15	35	33	451	8	-7	
Westerly.....	124	109	3	10	25	20	35	39	365	13	+7	
West Greenwich..	1	5	4	1				1	12	5	-4	
West Warwick...	177	181	25	33	75	81	136	129	828	58	+20	
Woonsocket.....	451	426	37	52	133	146	246	305	1,796	89	+14	
Totals.....	5,210	4,955	338	374	912	941	2,432	2,401	17,563	712	-117	

TABLE XXII—FREE PUBLIC LIBRARIES

Comparative Service

TOWN	No. of libraries	NAME OF LIBRARY	Number books	Circulation	Per cent of circulation on number of books
Barrington	1	Barrington Public Library	13,933	11,659	79.4
Bristol	1	Rogers Free Library	19,119	17,843	93.3
Burrillville	2	Pascong Free Public Library	2,767	11,084	400.6
		Jesse M. Smith Memorial Library	1,553	2,718	175.0
Central Falls	1	Central Falls Free Public Library	14,358	42,616	296.9
Charlestown	1	Cross Mills Public Library	2,294	653	28.5
Coventry	2	Anthony Free Library	2,448	7,387	301.7
		Summit Free Library	3,965	2,905	73.3
Cranston	4	Arlington Public Library	6,299	14,006	222.4
		Auburn Public Library	9,267	17,200	185.6
		Edgewood Free Public Library	8,258	18,313	221.8
		Oaklawn Free Public Library	8,148	6,885	84.5
Cumberland	1	Valley Falls Free Public Library	3,562	3,910	109.8
East Greenwich	1	East Greenwich Free Library	11,490	24,750	215.4
East Providence	3	East Providence Free Library	6,546	8,363	127.8
		Riverside Free Public Library	6,490	5,564	85.7
		Watchemoket Free Public Library	10,758	24,962	232.0
Exeter	1	Manton Free Library	5,169	1,408	27.2
Foster	1	Tyler Free Library	4,600	1,307	28.4
Glocester	1	Manton Free Public Library	2,645	4,465	168.8
Hopkinton	2	Ashaway Free Library	8,286	3,544	42.8
		Langworthy Public Library	8,023	5,579	69.5
Jamestown	1	Jamestown Philomenian Library	8,446	8,651	102.4
Lincoln	2	Manville Library	5,560	4,650	83.6
		Sayles Free Library	3,498	3,209	91.7
Little Compton	1	Little Compton Free Public Library	4,752	4,512	94.9
Middletown	1	Middletown Free Library	3,452	2,688	77.9
Narragansett	1	Narragansett Pier Free Library	3,543	2,356	66.5
New Shoreham	1	Island Free Library	3,210	2,554	79.6
North Kingstown	3	Davisville Free Library	1,306	2,899	222.1
		North Kingstown Free Library	5,356	6,931	129.4
		Willette Free Library	5,045	4,806	95.3
North Providence	1	Union Free Library	6,654	2,455	36.9
Pawtucket	1	Deborah Cook Sayles Public Library	39,762	176,406	443.7
Portsmouth	1	Portsmouth Free Public Library	4,843	6,206	128.1
Providence	7	Audubon Society Free Library	791	4,456	563.3
		Calvary Public Library	3,917	12,006	306.5
		Cranston Street Community Library	1,180		
		Elmwood Public Library	6,880	54,152	787.1
		North End Free Library	1,393	4,132	296.6
		Olneyville Free Library	11,490	31,443	273.7
		Providence Public Library	208,088	437,649	210.3
Richmond	2	Carolina Public Library	5,584	3,319	59.4
		Clark's Mills W. C. T. U. Library	3,552	5,018	141.3
Scituate	1	North Scituate Public Library	5,307	4,373	82.4
Smithfield	2	Bernon Library	2,071	3,336	161.1
		Greenville Public Library	6,165	4,074	66.1
South Kingstown	3	Robert Beverly Hale Memorial Library	4,461	1,568	35.6
		Kingston Free Library	9,900	4,354	46.6
		Narragansett Library	16,295	24,076	147.8
Tiverton	2	Union Public Library	5,972	9,310	155.9
		Whitridge Hall Library	7,602	3,677	48.4
Warren	1	George Hall Free Library	9,876	19,974	202.2
Warwick	5	Apponaug Free Library	7,490	5,571	74.4
		Lakewood Free Library	7,213	2,728	37.8
		League Library	6,405	4,789	74.8
		Norwood Public Library	3,567	5,206	145.9
		Pontiac Free Library	5,235	3,908	74.7
Westerly	1	Westerly Public Library	48,627	84,659	174.1
West Warwick	3	Crompton Free Library	8,071	9,335	115.6
		Natick Free Library	5,525	7,943	143.8
		Pawtuxet Valley Free Library	10,943	13,228	120.9
Woonsocket	1	Harris Institute Library	23,542	37,202	158.0
Totals	63		692,490	1,266,527	182.9

TABLE XXIII—FREE PUBLIC LIBRARIES
Year ending June 30, 1920

TOWN	LOCATION	NAME OF LIBRARY	Number of application	Amount appropriated	Total number of patrons	Number of new patrons	Total number of volumes	Per cent of history	Per cent of biography	Per cent of geography and travel	Per cent of science and art	Per cent of poetry and drama	Per cent of literature and language	Per cent of fiction	Per cent of miscellaneous	Per cent of reference books (not circulated)
Barrington	Barrington	Barrington Public Library	40	\$200 00	*2,550	148	13,033	10.4	8.6	6.2	18.4	2.2	5.1	41.7	6.9	.5
Bristol	Bristol	Rogers Free Library	42	200 00	2,004	450	19,119	8.8	8.1	6.1	23.4	2.9	7.2	24.5	16.9	2.1
Burrillville	Pascoag	Pascoag Free Public Library	8	125 00	414	43	2,767	2.2	1.6	2.4	1.3	.7	2.1	85.2	1.5	3.
Central Falls	Harrisville	Jesse M. Smith Memorial Library	8	100 00	680	76	1,553	7.3	2.3	2.2	5.5	1.5	4.5	7.9	9.0	21.9
Charlestown	Central Falls	Central Falls Free Public Library	38	200 00	2,175	716	14,358	7.7	8.5	5.5	16.2	4.6	5.5	42.7	6.5	4.3
Coventry	Cross Mills	Cross Mills Public Library	5	125 00	108	7	2,294	5.7	6.8	3.8	7.5	2.5	8.5	62.1	1.	2.1
	Anthony	Anthony Free Library	35	150 00	423	140	2,448	8.2	3.8	1.8	5.5	2.1	6.4	68.6	1.6	2.
	Summit	Summit Free Library	29	125 00	93	3	3,965	11.	6.5	8.1	15.2	2.8	3.5	42.5	7.	3.4
Cranston	Arlington	Arlington Public Library	26	150 00	864	312	6,269	13.4	4.3	5.5	10.1	1.3	4.1	38.7	20.7	1.9
	Auburn	Auburn Public Library	30	200 00	2,000	204	9,267	7.6	6.6	4.3	8.2	2.7	8.7	40.	13.2	8.7
	Edgewood	Edgewood Free Public Library	24	200 00	1,595	358	8,258	7.8	6.5	6.	14.7	5.1	8.3	36.6	6.9	8.1
Cumberland	Oaklawn	Oaklawn Free Public Library	25	200 00	150	26	8,118	11.2	7.9	5.5	17.1	4.	4.2	35.6	9.6	1.9
East Greenwich	Valley Falls	Valley Falls Free Public Library	35	125 00	127	41	3,562	12.3	7.4	10.	8.8	3.1	2.8	8.1	4.8	2.7
	East Greenwich	East Greenwich Free Library	44	200 00	1,245	338	11,490	11.9	9.1	6.1	13.5	4.1	11.7	31.2	9.8	2.6
East Providence	East Providence Center	East Providence Free Library	37	150 00	597	102	6,546	9.1	12.	9.3	16.4	3.5	7.1	38.6	2.1	1.9
	Riverside	Riverside Free Public Library	40	150 00	527	151	6,490	8.7	6.9	8.1	9.	2.9	3.4	51.3	52.6	1.9
	Watchemoket	Watchemoket Free Public Library	35	200 00	1,290	353	10,758	9.3	6.5	5.1	4.7	1.9	5.2	53.2	7.9	6.2
Exeter	Liberty	Manton Free Library	39	150 00	66	30	5,169	9.9	7.6	11.	14.5	2.5	5.9	33.3	12.6	2.7
Foster	Moosup Valley	Tyler Free Library	21	150 00	155	17	4,690	8.7	4.7	3.6	9.6	2.3	3.2	26.4	39.8	2.6
Glocester	Chepachet	Manton Free Public Library	11	125 00	398	36	2,645	11.5	8.9	7.1	11.3	1.4	2.8	39.7	4.4	12.9
Hopkinton	Ashaway	Ashaway Free Library	44	200 00	231	21	8,286	12.5	6.4	5.6	9.1	2.7	8.5	27.2	23.6	2.4
	Hopo Valley	Langworthy Public Library	33	200 00	300	112	8,023	15.6	9.9	8.7	12.9	1.9	3.8	29.1	115.5	2.6
Jamestown	Jamestown	Jamestown Philomenian Library	45	200 00	685	230	8,449	9.5	10.	6.5	10.7	4.3	6.	43.6	9.4	....
Lincoln	Manville	Manville Library	42	150 00	399	68	5,560	9.7	11.3	8.6	10.	5.1	4.7	32.8	5.3	12.5
	Staylesville	Stayles Free Library	30	125 00	275	75	3,498	11.4	4.4	7.9	10.9	.7	2.1	40.6	20.6	1.4
Little Compton	Little Compton	Little Compton Free Public Library	41	150 00	475	70	4,752	9.8	5.8	6.9	7.7	2.4	2.8	41.1	116.3	7.2
Middletown	Middletown	Middletown Free Library	38	125 00	150	15	3,452	13.	9.7	12.9	7.3	2.8	2.1	37.0	10.6	3.7

Narragansett,	Narragansett Pier Free Library.	19	\$125 00	130	25	3,543	7.3	5.	4.	5.3	3.5	4.1	61.3	7.8	1.7
New Shoreham,	Iland Free Library.	42	125 00	150	30	3,210	10.4	9.4	4.9	5.7	2.8	6.	24.8	50.7	5.3
North Kingstown,	Daviaville Free Library.	3	75 00	123	69	1,306	4.9	3.9	4.	6.8	4.	3.1	66.8	5.2	1.3
	North Kingstown Free Library.	31	150 00	365	171	5,350	12.1	11.8	7.	9.1	2.9	7.	39.6	9.1	9.
	Wickford Free Library.	27	150 00	325	106	5,045	11.	6.4	7.4	9.2	5.	5.9	41.8	9.5	3.4
North Providence,	Union Free Library.	44	150 00	175	50	6,654	13.1	10.3	6.4	11.	2.3	4.9	35.2	14.9	1.9
Pawtucket,	Deborah Cook Sayles Public Library.	44	200 00	12,092	2,276	39,702	8.8	5.0	5.6	10.6	3.4	5.9	29.2	16.6	8.3
Portsmouth,	Portsmouth Free Public Library.	22	150 00	356	87	4,843	8.4	6.8	8.7	6.9	4.	4.3	45.1	13.6	2.2
Providence,	Roger Williams Park,	7	50 00	869	340	791	1.	1.	1.	65.5	1.9	32.4	1.	1.	1.
	Audubon Society Free Library.	11	125 00	850	278	3,917	4.1	2.7	2.3	1.8	2.	1.7	4.8	3.8	6.
	Calvary Public Library.	1	75 00	130	25	1,180	1.3	8.4	4.7	3.	1.	1.38	8.22	9.	8
	Cranston Street Community Library.	6	150 00	3,871	890	6,880	7.1	5.5	4.3	11.1	2.6	3.	61.7	2.5	2.2
	Burnett Street,	12	75 00	2,867	553	1,393	5.1	13.1	4.9	6.4	7.	4.7	52.5	1.9	1.4
	Orms Street,	43	200 00	5,900	1,284	11,400	12.3	10.7	7.5	13.4	5.7	7.2	23.6	7.4	12.2
Richmond,	Olneyville Free Library.	42	200 00	35,383	9,167	293,088	8.8	6.6	4.4	37.8	3.6	8.6	17.3	6.7	6.2
	Providence Public Library.	39	150 00	130	75	5,584	10.7	8.9	8.1	29.4	3.9	3.5	28.8	1.6	14.1
	Carolina Public Library.	36	125 00	300	265	3,552	9.7	8.7	8.5	17.	2.8	3.3	33.	15.4	1.6
	Clark & Mills W. C. T. U. Library.	14	150 00	265	28	5,307	6.0	6.2	6.	10.8	3.3	10.8	31.6	8.9	15.8
Scituate,	North Scituate Public Library.	15	150 00	267	110	2,071	11.	3.3	2.5	2.4	4.	6.5	55.	8.7	6.6
Smithfield,	Bernon Library.	39	150 00	204	26	6,165	11.7	6.3	6.8	6.1	2.4	8.9	40.4	9.1	8.3
	Greenville Public Library.	24	150 00	234	78	4,401	8.4	7.2	5.6	7.2	4.7	13.4	43.4	6.4	3.7
South Kingstown,	Robert Beverly Hale Memorial Library.	44	200 00	309	78	9,900	10.2	10.3	7.	8.1	3.5	9.1	31.7	16.9	3.2
	Kingston Free Library.	44	200 00	1,149	300	16,295	7.8	7.	5.2	13.7	3.4	7.7	20.8	9.9	18.5
Tiverton,	Narragansett Library.	31	150 00	104	3	5,972	6.8	5.4	8.0	5.4	3.1	5.5	37.4	11.8	15.7
	Union Public Library.	39	200 00	463	127	7,002	9.3	6.3	7.5	17.2	5.7	3.7	35.4	13.5	1.4
Warren,	Whitridge Hall Library.	44	200 00	1,598	166	9,876	11.1	10.6	8.5	12.8	3.9	5.	36.7	9.3	2.1
Warwick,	George Hall Free Library.	36	200 00	990	65	7,490	9.	4.9	5.5	7.1	2.5	3.2	52.4	8.8	6.6
	Apponaug Free Library.	44	200 00	135	28	7,213	8.8	9.6	7.9	7.3	2.5	5.3	15.9	4.4	4.
	Lakewood Free Library.	35	150 00	218	76	6,405	9.4	8.7	8.2	20.2	1.5	10.	40.	1.1	9
	Warwick League Library.	13	125 00	260	41	3,567	4.5	6.2	4.7	24.6	3.8	5.5	45.	3.7	1.7
	Norwood Public Library.	35	150 00	527	55	4,835	7.8	7.5	9.	11.5	3.3	4.4	41.3	11.1	1.1
Westerly,	Pontiac Free Library.	26	200 00	603	79	8,071	8.5	9.1	8.4	11.8	2.7	5.5	44.4	8.2	1.4
West Warwick,	Westerly Public Library.	33	150 00	324	75	5,525	10.4	7.	10.3	11.	1.8	3.7	50.3	5.2	3
	Crompton Free Library.	37	200 00	1,249	162	10,943	8.9	7.7	6.4	7.4	1.5	6.7	45.9	10.2	2.3
	Natick Free Library.	41	200 00	888	23,542	8.3	10.2	8.9	18.7	4.4	8.	21.3	9.4	10.8	8
Woonsocket,	Pasture Valley Free Library.	41	200 00	100,361	22,190	692,490	9.1	7.3	5.9	20.4	3.4	6.7	30.6	11.1	5.6
	Harris Institute Library.	Totals,	\$9,925 00	100,361	22,190	692,490	9.1	7.3	5.9	20.4	3.4	6.7	30.6	11.1	5.6

*whole number of cards issued. †New registration.

TABLE XXIV—FREE PUBLIC LIBRARIES

Year ending June 30, 1920

NAME OF LIBRARY	CIRCULATION									
	Total circulation	Per cent of history	Average circulation of each volume of do	Per cent of biography	Average circulation of each volume of do	Per cent of geography and travel	Average circulation of each volume of do	Per cent of science and art	Average circulation of each volume of do	Per cent of literature and language
Barrington Public Library.....	11,059	3.8	.3	1.8	.2	1.8	.2	.6	.2	.8
Rogers Free Library.....	17,843	3.4	.4	1.3	.1	1.	.2	.8	.3	5.
Pascoag Free Public Library.....	11,084	2	.4	1.1	.2	.6	.9	.1	.4	.9
Jesse M. Smith Memorial Library.....	2,718	2.7	.7	2.8	2.1	1.4	1.1	3.5	1.1	2.4
Central Falls Free Public Library.....	42,616	3.1	1.2	1.3	.5	.7	.4	3.6	1.	1.2
Croce Mills Public Library.....	653	2.4	1.1	2.9	.1	3.2	.3	3.2	.1	1.
Anthony Free Library.....	7,387	3.3	1.2	2.6	2.1	2	3.4	4.9	2.7	5.1
Summit Free Library.....	2,905	4.2	.3	2.9	.3	.3	1	1.	1.	2.5
Arlington Public Library.....	14,006	5.9	1.	2.1	1.1	2.8	1.1	1.6	.4	1.7
Auburn Public Library.....	17,200	2.7	.7	1.7	.5	1.7	3.3	.8	.4	3.
Edgewood Free Public Library.....	18,313	3.	.9	1.4	.5	3.1	1.2	2.9	.4	1.4
Oaklawn Free Public Library.....	6,885	2.3	.2	1.4	.2	2.2	.2	6.3	.3	1.8
Valley Falls Free Public Library.....	3,910	2.8	.3	1.	.1	.5	1	1.6	.2	.5
East Greenwich Free Library.....	2,750	3.	.5	1.9	.4	2.	.7	4.4	.7	1.6
East Providence Free Library.....	8,363	3.1	.4	1.7	.2	2.9	.4	5.1	.4	1.4
Riverside Free Public Library.....	5,564	2.3	.2	1.	.1	3.9	.4	3.6	.3	.8
Watchemoket Free Public Library.....	24,962	1.8	.4	.6	.2	.7	.3	1.2	.6	.4
Manton Free Library.....	1,408	4.7	1.	1.3	.1	3.7	1	2.7	.1	2.5
Tyler Free Library.....	1,307	3.1	.8	1.1	.1	3.1	.2	4.5	.1	.6
Manton Free Public Library.....	4,465	6.4	.9	.2	.1	1.1	.3	.6	.1	.3
Ashaway Free Library.....	3,544	4.9	.2	.9	.1	1.3	1	2.1	.1	2.1
Langworthy Public Library.....	5,579	4.	.2	2.	.1	2.7	.2	5.	.3	.8
Jamestown Philomenian Library.....	8,631	5.7	.6	3.6	.4	2.	.3	2.2	.5	2.4
Manville Library.....	4,650	3.1	.3	1.5	.1	4.8	.5	4.	1.5	3.3

STATISTICAL TABLES

Soyles Free Library.....	3,209	5.4	.4	1.1	.2	1.7	.2	1.7	.1	.7	.8	.3	2	85.8	1.9	3.3	.1
Little Compton Free Public Library.....	4,512	1.9	.2	.3	.1	1.2	.2	.2	.2	.4	.2	1.4	.6	89.6	2.1	3.2	.9
Middleton Free Library.....	2,688	.9	.1	.8	1	3.8	2	1.1	.1	.9	.3	1	.1	75.6	1.6	16.8	1.2
Narragansett Pier Free Library.....	2,336	2.5	.2	1.4	.2	.9	.1	.2	.1	.....	.....	.....	.4	94	1.	.6	.1
Island Free Library.....	2,564	3.9	.3	1.9	.2	.9	1	2.3	.3	1.1	.3	7.2	1.	76.4	2.5	6.3	.2
Davisville Free Library.....	2,899	1.2	.4	.4	.2	.3	.1	2.9	.9	.5	.8	.5	.4	93.9	3.1	.3	.1
North Kingstown Free Library.....	4,931	6.7	.7	2.3	.3	1.4	.2	2.0	.4	1.3	.6	2.8	.5	79.7	2.6	3.2	.2
Willetts Free Library.....	4,806	1.9	.2	1.1	.2	4.2	.5	2.7	.3	1	.2	1.6	.3	59.8	1.4	27.7	2.8
Union Free Library.....	2,455	6.6	.2	3.3	.1	3.5	.2	3.8	1	.5	.1	.4	.1	81.2	.8	.7	.1
Deborah Cook Sayles Public Library.....	176,406	3.7	1.9	1.2	.9	1.8	1.4	6.2	1.7	1.3	1.7	6	4.5	71.7	10.9	8.1	2.2
Pembroke Free Public Library.....	6,206	4.3	.7	1.4	.3	2.6	.4	3.	.6	1.4	.5	2.9	.9	81.6	2.3	2.8	.5
Audubon Society Free Library.....	4,436	1	1.	.1	2.	.....	.....	32.3	2.8	1	.5	.....	.....	67.4	11.7	.4	.3
Calvary Public Library.....	12,006	2.5	1.9	.6	.7	.8	1.	.9	1.5	.6	.7	1	.2	94	1	.3	.8
Cranston Street Community Library.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Elmhurst Public Library.....	54,152	2.8	3.1	1.8	.7	1.1	2	4.9	3.5	.9	2.8	1	2.5	87.2	11.1	.3	.9
North End Free Library.....	4,132	3	1.8	.3	.7	1.2	.7	2.1	1	2.7	1.2	1.6	1.	83.2	4.7	2.9	1.7
Oneyville Free Library.....	31,433	5.1	1.1	3.1	.8	1.4	.5	7	1.4	.9	.4	1.1	.4	76	8.8	5.4	2.
Providence Public Library.....	437,549	4.2	1	2.3	.7	1.4	.7	11.9	.7	1.4	.8	2	.5	73	8.9	3.8	1.2
Carolina Public Library.....	3,319	10.6	.6	1	.1	.5	.1	12.7	.4	4.3	.7	.2	1	70.7	1.5	.....	.....
Clark's Mills W. C. T. U. Library.....	5,018	1.2	.2	1.	.2	1.8	.3	2.8	.2	1	.5	1.6	.7	89.8	3.9	.8	.1
North Scituate Public Library.....	4,373	3.4	.3	2.2	.3	2.6	.4	5.1	.4	1.6	.4	1	.1	78.8	2.1	5.3	.3
Bernon Library.....	3,336	.4	1	.5	.3	.4	.3	1.2	.9	.....	.....	.5	1	88.7	2.6	8.3	1.5
Greenville Public Library.....	4,074	1.9	1	1.5	.2	1.1	.1	.4	1	.1	.4	1	.3	77.4	1.3	1.7	1.2
Robert Beverly Hale Memorial Library.....	1,568	1.1	.1	2.3	.1	2.2	1	.6	.1	1.1	1.7	1	.7	78.1	.6	12.9	.7
Kingston Free Library.....	4,554	3.2	1	2.5	.1	3.6	.2	3.9	.2	.3	11.7	.6	7.3	1.1	1	.1	.1
Narragansett Library.....	24,076	2.7	.5	1.2	.2	.7	.2	6.2	.7	1.4	.6	.2	.4	75.9	4.2	9.8	1.5
Union Public Library.....	9,310	4	.9	2.6	.8	3.2	.6	3.6	1	3.5	1.8	4.6	1.3	72.7	3	.5	.8
Whitridge Hall Library.....	3,677	3	.2	.5	.1	2.	.1	5.6	.2	1.1	.1	3.3	.4	81.8	1.1	2.7	.1
George Hall Free Library.....	19,974	4.2	.8	1.2	.2	2.4	.6	7.5	1.2	.9	.2	1.5	.6	77.9	4.3	4.4	1.
Apponaug Free Library.....	5,571	4.1	.3	.9	1	1.3	.2	1.6	.2	.5	1	.2	1	87.6	1.2	3.8	.3
Lakewood Free Library.....	2,728	5.6	.2	4.4	.2	4.6	.2	5.6	.3	2	.3	6	.4	70.1	.7	1.7	.1
League Library.....	4,789	8.2	.6	4.6	.4	5.7	.5	10.5	.4	.....	.....	7.9	.6	63.1	1.2	.....	.....
Norwood Public Library.....	5,266	3	.9	1.4	.3	2.6	.8	8.6	.5	1.3	.5	7.5	2	75.5	2.5	.1	.1
Pontiac Free Library.....	3,908	3.7	.4	1.8	.2	3.1	.3	7.9	.5	3.3	.8	1.8	.3	74.6	1.3	3.8	.3
Westerly Public Library.....	84,639	4.5	1	1.2	.3	2.4	.7	3.6	.5	2.3	1	.7	.3	79.2	5.1	6.1	.4
Compton Free Library.....	9,335	4.9	.7	1.1	.1	1.9	.3	1.6	.2	1.4	.6	.6	.1	88.9	2.3	.6	.1
Natick Free Library.....	7,943	7.6	1.1	1.3	.3	2.2	.3	7.2	.9	.8	.6	.2	.4	78.4	2.2	1.9	.5
Pawtuxet Valley Free Library.....	13,225	1.9	.3	1.6	.2	1.5	.3	1.9	.3	.5	.5	2.1	.4	90.5	2.2	.....	.....
Harris Institute Library.....	37,292	5.3	1	2.3	.3	2.2	.4	8.1	.7	2.1	.8	3.3	.7	71.9	5.3	4.8	.8
Totals.....	1,298,527	3.9	.8	1.8	.4	1.7	.5	7.3	.7	1.3	.7	2.4	.....	77	4.6	4.6	.8

PART II.

FIFTIETH ANNUAL REPORT

OF THE

BOARD OF TRUSTEES

OF THE

RHODE ISLAND

COLLEGE OF EDUCATION

PROVIDENCE

E. L. FREEMAN COMPANY, PRINTERS

1921

RHODE ISLAND COLLEGE OF EDUCATION

BOARD OF TRUSTEES, 1920

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*Deceased Feb. 9, 1920.

REPORT

To the Honorable the General Assembly of the State of Rhode Island:

The Trustees of the Rhode Island College of Education, formerly known as the Rhode Island Normal School, in compliance with provisions of law, have the honor of presenting to your honorable body, for its consideration, their fiftieth annual report.

This report is for the academic year of 1919-1920. The change in the name of the institution, which was made by the General Assembly in April, 1920, did not immediately change its character; and obviously this report treats of the annual record of the Rhode Island Normal School to April, 1920, and of a continuation of the same institution under the new name for the remainder of the academic year.

Plans for the Future.—The change in name does not indicate a purpose to establish a new institution or to effect radical modifications in existing courses, but to conserve the integrity and service of the normal school and to provide for its expansion and development by the extension of professional courses over four years leading to a collegiate degree. For some years at least, it will serve the interests of public education to continue the courses of two or two and a half years and graduation therefrom as professional preparation for teaching in elementary schools and, in addition, to offer teachers the opportunity of a professional education extending over four years, thereby securing for our public schools the service of teachers of higher education and professional preparation. To judge the work of the institution, therefore, it is essential to keep in mind both the continuance of the normal school and the development of the college of education.

Dependence upon General Assembly.—In the realization of the plans already formed it is to be remembered that the Trustees are always dependent on the General Assembly for considerate attention and adequate support. The Trustees here recognize with gratification the response of the General Assembly to their recommenda-

tions of 1920 in authorizing the change of name, the granting of degrees, and substantial increase in appropriations for higher salaries of instructors and for mileage of students. Further action by the General Assembly will be necessary to meet the needs of the institution and promote its higher development and usefulness. To establish and maintain new advanced courses an increase in expenditures is obviously necessary. For this purpose and for increases of present salaries the Trustees request the General Assembly to provide an increase of fourteen thousand dollars in the annual appropriation. Another urgent need, as was foreseen and reported to the General Assembly eight years ago, is a new building for the observation school, to provide for the accommodation of more students preparing for teaching and for the normal development of the institution necessary to attract candidates for the service of teaching. Because of the shortage of teachers and of the responsibility of the institution to enlist and train teachers to meet the needs of the schools, the question of a new building has become the most critical issue since the establishment of the institution in its present location.

A Critical Situation.—Owing to the social and economic disturbance of war American education is passing through a critical period, commonly recognized as a national crisis in education. Amid the unrest and confusion, it is important that we study conditions and needs carefully and seek sure means to recoup past losses, to secure permanent improvements rather than immediate and transitory effects, and to insure stable conditions and rational provisions for public education. In the report of the Board of Education transmitted to the General Assembly in 1920, supplemented by that presented in 1921, was a concise and careful analysis of the complex and disquieting situation, pertaining particularly to public education in Rhode Island. Among the facts shown were (1) loss of attendance, (2) shortage of school revenues, (3) shortage of school accommodations, (4) shortage of teachers and (5) unrest among teachers. The presentation of these facts was a grave warning of the danger of educational loss greater than that already incurred and a plea for wise counsel and earnest endeavor to prevent further loss.

In the opinion of the Board, the shortage of teachers is the most difficult problem in public education; and to solve or to help solve that problem is the function of the College of Education. Through its agency alone can its solution be attained. Established and maintained to recruit and train teachers and existing neither for its own

sake nor primarily for the personal benefit of its students, but for the sake of good public schools and the public advantage of an educated citizenry, it should shape its policy in the coming years in view of the critical situation and attempt to attract young men and women of intelligence and civic worth and to prepare them for teaching in sufficient numbers to supply all the schools of the state. The state must rely upon other agencies to remedy loss in attendance, shortage of school revenues and lack of school accommodations, but it must depend chiefly upon this agency to solve the teacher problem. Even unrest and discontent among teachers can be remedied not by higher salaries alone but by civic loyalty and a spirit of public service which it is the duty of the college to inspire in the profession of education. The College of Education is not an institution apart, content in its own dignity and the benefits of its instructors and students, but it is related to every public educational agency and may be not only charged with responsibility for the quality of instruction in our public schools but also made the means of securing and conserving an adequate supply of properly qualified teachers.

Lessons from the Past.—Our experience of the past twenty years has taught us two significant lessons: One, that the supply of teachers may be increased by providing for a higher and more attractive education for teachers; the other, that a check on the normal growth of an institution for the training of teachers through lack of building accommodations, with the restriction of the number of candidates for teaching, is likely to incur a shortage of teachers. Under the caption of "An Opportunity Lost," the State Board of Education in its report a year ago pointed out the mistake of the past, as a warning and lesson for future action, as follows:

"An Opportunity Lost.—In 1898 Rhode Island made notable advance in the professional education of teachers. A state system of certification provided for higher and progressive standards in public instruction. The normal school entered its new home, often called the finest building of its kind in America. Standards of admission and instruction were raised, and a period of great success in attracting volunteers for preparation and service in teaching and increasing the number of trained teachers followed. This movement forward continued, with expansion of service in the normal school and the addition of other agencies for the professional education of teachers, until near the beginning of the world war. In 1913 the enrollment of prospective teachers in the normal school had risen to 466, although accommodations were designed for less than 300. Since the demand for teachers clearly indicated the need of further

expansion, the Trustees recommended to the General Assembly the erection of a new building to provide for the normal growth of the institution. Without provisions for a new building, the Trustees were constrained to limit attendance by raising requirements for admission, and the number of volunteers for the teaching profession was appreciably reduced. In view of the present shortage of teachers, it may be seen how unfortunate was the course pursued. If larger accommodations had been provided and all volunteers accepted, several hundred more teachers might have entered the service. After the war came on the Trustees ceased urging a new building and provisions for improvement, but fully realized that their plans could not wisely be deferred for a long time. Present conditions emphasize the failure to use the opportunity to provide for more teachers. This lost opportunity is a clear lesson for future actions."

If no restriction of attendance had been enforced by lack of room and had provision been made for the normal growth of the institution, the present shortage of teachers in Rhode Island would have been avoided. *

The Shortage of Teachers.—Every school officer engaging teachers realizes that there is a real shortage of teachers. Superintendents never before found so great difficulty in securing teachers. There is even a scarcity of desirable teachers for positions paying good salaries, while it is hardly possible to secure competent teachers for low-salaried positions. As a result, schools here and there are closed or are taught by teachers of inferior qualifications. There are 2,800 teaching positions in Rhode Island and to fill these positions for a year approximately 3,050 teachers are required. Obviously to provide for this number a much larger number of teachers holding certificates of qualification is necessary. The report of the Board of Education, presented to the General Assembly in 1920, points out that in five years there had been a decrease of 183 in the number of certificated teachers and an increase of 344 in the number of teachers required, showing a loss of 527 in the reserve of certificated teachers. Besides, in a single year there was a loss of 131 certificated teachers who abandoned teaching for other vocations. While the loss of teachers going to other occupations is likely to be less, the trend is still downward in the relative number of teachers of professional qualifications. These facts and the knowledge that there has been a serious loss in the numbers of prospective teachers in the normal schools and teachers' colleges throughout the country show us plainly

that we must pursue a policy of securing a permanent, not a temporary, supply of teachers.

Solution of the Teacher Problem.—The situation clearly shows that we can no longer rely upon past practice or present efforts to secure a sufficient number of qualified teachers. There are many elements in the problem and various agencies have a part in its solution, but the responsibility of the College of Education is definite and its future course is plain in the light of past experience and future promise. There must be higher economic and civic recognition of the service of teaching, more assured protection of the superior teacher, more public regard for the personal and social well-being of the teacher and a higher public recognition of the true ideals of the teacher's service; but it is the part of the College of Education to offer a professional education that will in itself attract young men and women of high intelligence and moral worth, give them a better preparation than offered in the past and inspire them with the high ideals of the teaching art and the civic aims of their service. The institution must take a step in advance, as it did in 1898 with gratifying results. Provision has already been made to offer a full college course of four years to those who desire it and plans have been formed for the extension and enrichment of the service of the institution. Already the gain in attendance shows a true response to these efforts and is an earnest of the recruiting of larger numbers for the preparation and service of teaching. Soon we will repeat the experience of former years and be unable to accommodate in present quarters all who apply for admission. Even now the enrollment is larger than was contemplated for the present building. It is clearly imperative, if a shortage of teachers in the future be avoided, that a new building be erected for the growth and progressive development of the institution. In the twenty-two years since the present building was first occupied the attendance in public schools has increased from 64,537 to 91,056, the number of teachers from 1,913 to 3,042, and school expenditures from \$1,570,894.18 to \$4,845,002.48. Clearly there must be corresponding growth and advancement in the state's institution for the recruiting and training of teachers. The Trustees renew their earnest recommendation that the General Assembly provide means for a new building for a suitable home for an enlarged observation and practice school, and more urgently request such action as necessary to lessen or remedy the shortage of teachers.

8 REPORT OF TRUSTEES OF RHODE ISLAND COLLEGE OF EDUCATION

Enrollment.—For the first time in nine years enrollment of students in the regular normal division shows a substantial increase over the preceding year, the net gain being 66. The following table, showing enrollment by classes for nine years, presents statistical data that indicate the changes in process:

	1913	1914	1915	1916	1917	1918	1919	1920	1921
Senior A, January.....	58	71	103	98	69	68	86	50	42
“ A, June.....	40	63	61	35	48	46	38	23	26
Senior B.....	80	108	96	74	71	85	48	43	76
Junior A.....	55	65	37	40	52	40	25	27	35
Junior B.....	118	97	55	75	94	57	53	75	101
Junior C.....	85	42	93	86	61	32	35	42	40
Not classified.....	30	14	7	17	19	23	11	17	23
	466	460	452	425	414	351	296	277	343

The highest enrollment of record was attained in 1913, when 466 prospective teachers were receiving instruction and training. Because of inadequate accommodations and failure on the part of the General Assembly to provide the new building requested at that time by the Trustees, the latter were constrained to take measures to restrict enrollment by establishing more stringent entrance requirements. In consequence thereof there was a gradual reduction in the size of entering classes* which were 203 in 1913, 139 in 1914, 148 in 1915, 161 in 1916 and 155 in 1917. One effect of the world war was shown in the size of entering classes in 1918 and 1919, which were respectively 89 and 88. There was a recovery to 117 in 1920 and 141 in 1921. Total enrollment likewise decreased to 460 in 1914, 452 in 1915, 425 in 1916, 414 in 1917, 351 in 1918, 296 in 1919, and 277 in 1920, the last two figures reflecting conditions emphasized by the war. As might be expected, however, the size of graduating classes† was not affected immediately by decrease of entering classes. For three years there was an increase from 98 in 1913, to 134 in 1914, to 164 in 1915. The fact that graduating classes were larger than entering classes in this period tended also to produce decreased enrollment, as already indicated. At the end of three years the effect of diminished entering classes showed itself in smaller graduating classes, which were 133 in 1916, 117 in 1917, 114 in 1918, 124 in 1919, and 73 in 1920, and will be not more than 68 in 1921.

*Junior B plus Junior C.

†Senior A, January, plus Senior A, June.

For the time being entering classes are larger than graduating classes, and the effect naturally to be expected is seen in increasing total enrollment. Presuming a continuance of this process, the present building, already taxed beyond the capacity for which it was planned, will be seriously overcrowded next year, and in the following year the conditions of 1913 may be repeated. Were a new building authorized by the present General Assembly, and construction begun at the earliest opportunity, it would be ready for occupancy no sooner than absolutely necessary to accommodate the enrollment of students that may be anticipated.

Summer Session.—The fourth summer session was conducted for six weeks, from July 6 to August 13, with nearly 200 students enrolled. These included prospective teachers receiving in intensive courses their first professional training, teachers from country schools obtaining through the summer session training not otherwise to be acquired, and experienced teachers with some earlier training who realized the value of the opportunity offered for professional improvement and advancement. The summer school has become established as a significant factor in the new plan for certificating teachers adopted by the State Board of Education, as it offers professional courses aiming to meet the requirement for improvement in service that is the condition for renewal of provisional certification. Through attendance at successive sessions of the summer school the way is open also for achieving advancement to professional certification, as credits are accumulated and evaluated in terms of credits in the regular normal division of the College of Education. Here also graduates of colleges or universities seeking credit for the professional requirement in education may find courses definitely planned for this purpose. The change of name of the institution, and the plan of reorganization already in process promise also to increase the prestige of the summer session, because graduates of normal school courses may be permitted, through the summer school, to earn credits to be counted toward the degree of bachelor of education, when the credits for the normal course and summer school work equal the credits required for the degree.

Courses of instruction, one hour a day for six weeks, except in instances in which a shorter period is indicated, were offered in 1920 as follows: Americanization, 15 sessions, Mrs. Agnes M. Bacon, Miss Rose M. O'Toole, and Miss Etta V. Leighton; drawing and handwork, Miss Alma C. Field; economic geography, occupations

and production, Robert M. Brown; French conversation, and methods of teaching French, Miss Lillian Moses; library science, three units of the regular course, Miss Mary E. Robbins; measurement of ability and intelligence, and psychology of teaching, four weeks each, Dr. Grace E. Bird; methods of teaching history, Mrs. Margaret H. Irons; public school music, two courses two weeks each, Miss Mildred S. Starrett; philosophy and principles of education, practical law, Rhode Island education, Dr. Charles Carroll; physical education, two courses, four weeks each, Miss Agnes Thompson; reviews of the essential elementary school subjects, Superintendent Willard H. Bacon; school and classroom management, and methods of teaching, Guy F. Wells; social economics, President Howard Edwards; teaching of reading by a socialized method, Miss Clara E. Craig. The faculty for the summer session was recruited largely from the faculties of Rhode Island College of Education and Rhode Island State College, and included besides: Mrs. Agnes M. Bacon, State Supervisor of Americanization; Mr. Willard H. Bacon, Superintendent of Westerly Schools; Miss Alma C. Field, instructor in drawing, Providence; Miss Etta V. Leighton, Secretary of the National Security League; Miss Lillian Moses, instructor in French, Newport Rogers High school; Miss Rose M. O'Toole, director of Americanization classes for a prominent industrial corporation; Miss Agnes Thompson, from the Boston public schools. For observation and practice teaching classes in the Henry Barnard School were conducted by Miss Bates and Miss Barone of the faculty, and Miss Edith G. Freeman, critic teacher in the state training school at Bridgham School, Providence.

Extension Division.—The extension service of Rhode Island College of Education was inaugurated ten years ago, in the school year of 1909-1910, when a series of Saturday lecture courses was given by members of the faculty. The report of the Principal for that year contains the following statement of purpose: "These classes represent a definite attempt on the part of the normal school to extend its privileges to teachers in service, and to bring together the teachers of the state for discussion and study of the practical problems confronting the schools. The hearty response to the opportunity thus presented is worthy of note." Essentially the same statement as to effort and effect might be made at the present time. In the meantime the scope of extension work has been more definitely determined, and the number of courses has been increased. In addition

to Saturday courses, tending generally to be strictly professional courses in the science of education, other courses, combining both content of and methods of teaching subjects, have been given on regular school days in the late afternoon hours to accommodate teachers coming from a distance. In certain instances in which the number of teachers to be accommodated warranted it, extension courses have been given elsewhere than at the college. A notable instance of this during the past year was the class in Rhode Island education conducted at Westerly. The standard Saturday courses had been for several years in methods of teaching, school and classroom management, and Rhode Island education. At the request of a group of teachers two additional courses were given in the year under review—in history of education, and in the philosophy and principles of education—with so much success, from the points of view of attendance and accomplishment, as to warrant continuance and a new course in educational psychology in the fall of 1920. How well the teachers of Rhode Island appreciate the advantages offered in extension courses is shown in the steady increase in enrollment from year to year, and the return of teachers year after year for additional courses. The work of the extension division has been correlated closely with the requirements for certification of teachers established by the State Board of Education, and the coöperation maintained exemplifies the possibilities of harmonious development through the intimate interrelation of educational agencies in Rhode Island.

In addition to extension courses, conferences were conducted on Saturdays as follows: "Responsibility for the Physical Welfare of School Children," "Salary Schedules," and "Nature Study." The programs for these conferences included addresses by Commissioner Walter E. Ranger, Mr. Guy F. Wells, Dr. Charles Carroll, Dr. Charles V. Chapin, Dr. Byron U. Richards of the State Board of Health, Superintendents W. H. Bacon of Westerly, R. K. Bennett of Central Falls, and H. W. Lull of Newport, Miss A. Maud Emerson, Mr. Leonard H. Campbell, Miss Imogene Truman, and Professor Anne B. Comstock of Cornell University.

Americanization.—One of the serious problems of administering a law stipulating literacy education for youth beyond compulsory school age and for adults is the finding or training of suitable instructors. Teaching in an Americanization school presents problems of methods and problems of management widely divergent from any encountered in the ordinary type of public school for children, and

a variation from methods and procedure commonly in use, and based upon adolescent and adult psychology rather than child psychology. In large part literacy education for adults must be individual or by the class-individual method. This does not indicate by any means that methodology may be abandoned; instead a most careful estimate of the problem of instruction is stipulated and the selection of methods should be made accordingly. Fortunately a great deal of attention has been given in recent years to problems of teaching English to adults, and methods tend to become reasonably standardized and stabilized. These methods are based upon careful study of adult psychology related to the learning processes of the adult, and upon observation of actual experience in successful teaching. Rhode Island Normal School had undertaken the training of teachers for adult literacy classes before the Americanization law was enacted, and has rendered valuable service, chiefly through the summer session and extension division. Educators whose success in the field of literacy education for adults has been notable and unquestioned have been engaged to lecture and teach proper methods; the enrollment has been satisfactory, and a large number of teachers well trained for this service have been certificated. Of 126 teachers of Americanization classes reported to the State Board of Education recently, more than 70 had taken courses at the normal school. There is an increasing demand for successful teachers for Americanization classes, and the work will be continued with the other service of the College of Education for the schools of Rhode Island.

Library Courses.—The first student who completed the work of the new library training courses was graduated from Rhode Island College of Education with the class of 1920. The new courses continue to win favor as indicated by a gradual gain in enrollment. Effects upon library service in Rhode Island may be estimated only when a sufficient number of trained librarians for schools and public libraries has been graduated to warrant comparisons. Wide variation in the efficiency of library service has been shown clearly in statistics accompanying the annual reports of the Commissioner of Education, as these furnish data for comparing the ratios of circulation of books to the number of books owned by the library. Much of this variation depends upon the activity of the librarian.

The value of the service that a trained librarian in charge of a school library may render has not been appreciated so generally as to commend to school committees the desirability of making pro-

vision for trained library service in school libraries. The care of books is, however, an important part of the practical training of a public school teacher. Under the administration of the free textbook law teachers are custodians of public property of large value; its conservation is plainly a duty of the teacher, and only a teacher who knows how to care for books may render service of the quality that should be required. All students at Rhode Island College of Education, as part of their regular course, take two units of library training courses, while other library courses are elective.

Coöperation with Rhode Island State College.—The plan for coöperation between Rhode Island State College and Rhode Island College of Education inaugurated in 1919 has proved to be so satisfactory in the first year of trial as to warrant its continuance. Essentially the plan provides for an exchange of teachers for the giving of similar courses in certain subjects at both institutions, and for an exchange of students on the basis of recognition by each institution of two years of work at the other for full credit. That is to say, a student who has completed two years at Rhode Island State College may transfer to Rhode Island College of Education, and after two years be graduated with the degree of bachelor of education. Conversely two years of work at Rhode Island College of Education is recognized for advanced standing at Rhode Island State College.

While the distance to be traveled between Providence and Kingston and the inconvenience of railroad schedules tend to limit the practicability of exchange of teachers, it was found in practice that within the limitations imposed, the plan worked well. The student bodies at both colleges recognized almost immediately an advantage of the plan of exchange in the variation in methods of teaching and a slight difference in point of view reasonably to be expected because of the divergent aims of the two colleges. While curiosity may have induced a part of the early registration for courses offered by exchange teachers, the merit of the plan was demonstrated in an increasing enrollment in successive semesters. The number of students exchanged is still too small to estimate developments or results, although observation seems to indicate satisfactory tendencies. For the colleges unquestionable advantage will come from a closer association in the service of education.

Fifty Years' Service.—With the school year of 1920–1921 the Rhode Island Normal School and Rhode Island College of Education com-

plete a half-century of service to the state in the preparation of teachers for the public schools. This anniversary follows closely two others of significance sufficient to warrant commemorative exercises; the Trustees plan a fitting observance of the semi-centennial of the institution in connection with a definite inauguration of the work of the college. In fifty years more than 3,000 teachers have been graduated, most of whom have taken their places in the public schools of Rhode Island; other thousands have felt the influences of the institution through its extension service, through the summer session, and through the various contacts established and maintained with the public schools in all parts of the state. So well has Rhode Island College of Education served the purpose for which it was established that it has won recognition within the state and beyond its borders. It may be doubted if any other normal school in any other state has had so significant an influence upon the schools of the commonwealth. Yet the greater service still remains for the future, and the Trustees are ready and willing to go forward with the work with the ways and means that the General Assembly may provide. The college never will attain a complete accomplishment of its purposes until a well-trained teacher has been provided for every public school in Rhode Island, and until the personnel of the teaching force is purely one hundred per cent professional. Toward this ideal notable progress has been made in the past; its realization is feasible and practicable.

Respectfully submitted,

R. LIVINGSTON BEECKMAN,
EMERY J. SAN SOUCI,
JOSEPH R. BOURGEOIS,
E. CHARLES FRANCIS,
FRANK HILL,
WALTER E. RANGER,
FREDERICK RUECKERT,
FRANK E. THOMPSON.

WALTER E. RANGER, *Secretary*.

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OF GOVERNMENT AND INSTRUCTION
1919-1920

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CLARA E. CRAIG, Director of the Training Department and First Assistant to the Principal

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MRS. LILLIAN E. PEPPARD, M. S., Sewing

Also Assistant Professor of Home Economics, R. I. State College

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MRS. ALFA L. SMALL, Pianist

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Instructors in Summer School, 1920

JOHN L. ALGER, A. M., Principal

THERESA BARONE, Henry Barnard School

*To April 5, 1920. †After April 5, 1920.

18 REPORT OF TRUSTEES OF RHODE ISLAND COLLEGE OF EDUCATION

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 Law, Philosophy and Principles of Education
CLARA E. CRAIG, Socialized Reading Method
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Instructors in Extension Division, 1919-1920

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ROBERT M. BROWN, A. M., Methods in Geography
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 and Principles of Education
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MARGARET H. IRONS, A. M., Methods in History
ADELAIDE PATTERSON, Oral Reading, Voice Culture
WILLIAM G. VINAL, A. M., Nature Study
GUY F. WELLS, A. M., School Methods, History of Education
MARION D. WESTON, A. M., Ph. D., Nature Study
ETHEL A. WRIGHT, Methods in Home Economics

ENROLLMENT, 1919-1920**NORMAL DEPARTMENT**

Senior A Class, January Group.	46
Senior A Class, June Group.	21
Kindergarten Senior Class, January Group.	3
Kindergarten Senior Class, June Group.	2
Library Senior Class, June group.	1
Senior B Class.	41
Senior B, Library Class	2
Junior A Class.	24
Junior A, Kindergarten Class.	3
Junior B, Class.	68
Junior B, Kindergarten Class.	4
Junior B, Library Class.	3
Junior C Class.	38
Junior C, Kindergarten Class.	3
Special Students.	1
Withdrawn from the school during the year.	17

Total. 277

Extension classes at the College and elsewhere	400
Summer Session.	184
Henry Barnard School, Regular Session	338
Henry Barnard School, Summer Session.	150
Outside training schools, approximate average attendance	1,500

Total under instruction. 2,849

Statistics of Growth

Number of graduates in full normal course, 1854-1865.	62
Number of graduates in full normal course, 1871-1920, inclusive.	2,714
Graduates of city training course, 1891-1902.	390

Total number of graduates of Rhode Island College of Education.	3,166
Less number of graduates counted twice.	40

Total number of persons graduated from Rhode Island College of Education. 3,126

RHODE ISLAND COLLEGE OF EDUCATION

FORTY-NINTH ANNUAL REPORT OF THE PRINCIPAL

To the Trustees of Rhode Island College of Education:

The year 1920 has witnessed significant growth in this institution, of which the most striking indication is the change in name. While this merely gives expression and power to a development that has been evident in former years, it is welcomed as giving a wider opportunity for service. Our legislators have always been generous in their support. Faculty and students of the Rhode Island College of Education join in thanking them through you for this latest expression of their approval.

Throughout the entire country there has been great concern on account of the small number of students in the normal schools in recent years. Present statistics show an appreciable increase generally, although the supply of trained teachers will for many years be far too small. In my report for last year figures were given showing recent changes in our attendance. These are here reproduced and brought up to the present time. In reading these you will note that the first year classes of each year become the second year classes of the succeeding year and the graduating classes of the year following, with comparatively slight losses.

	1st year classes.	2nd year classes.	Graduating class.
1916-17.....	152	123	117
1917-18.....	87	125	114
1918-19.....	86	73	124
1919-20.....	117	70	73
1920-21 (estimate).....	141	105	68

It is evident that for some years the number of graduates must be far below the needs of the state. The signs of increase are, however, encouraging. It may be expected that within the next two years our building will again be seriously overcrowded, unless steps are taken at once to provide for the indicated demands. We must look forward to a time not very distant when there will be a thousand students in the normal department and a thousand children in the Henry Barnard School.

In the report for 1910 a request was made for larger accommodations for the school of observation for the reason that the present plan did not allow sufficient opportunity for practice and observation for our increasing number of students. With the very great increase in numbers of students in succeeding years came the added recommendation that the present building be given entirely to the normal department, and that a new building be given to the children. In 1913 the statement was made that, "until the time is reached when trained teachers can be supplied for all the schools of the state, it would be a serious matter to place too severe restrictions upon the growing numbers in the Normal School." Yet such restrictions had to be made, and the result proved to be a serious matter when the education of the children, the great business of the state, had to be entrusted in many schools, especially in the rural communities, to untrained teachers.

At the risk of continued repetition another set of statistics is here again introduced and brought up to the present year, to show the changing scope of the work of the school. At first a high school or preparatory course was a necessity, but with the development of free high schools everywhere this feature was eliminated. At first also there were city training schools, and a short academic course at this school was all that was expected from the group to be further trained in their own cities.

The following figures give the numbers in the various groups:

Year	Preparatory Course	City Training Course	Regular Normal (inc. Kindergarten)	Total Attendance	Graduates of 1 yr. City Training Course	Graduates Kindergarten Primary Course	Regular Graduates
1895	83	..	113	196	..	..	14
1896	77	63	94	234	55	..	26
1897	84	65	102	251	42	..	29
1898	63	57	98	218	35	..	16
1899	37	67	143	247	51	..	40
1900	33	45	169	247	33	13	24
1901	27	50	153	230	31	10	44
1902	31	45	182	258	36	8	44
1903	27	..	215	242	..	8	56
1904	27	..	232	259	..	2	68
1905	31	..	268	299	..	25	54
1906	23	..	287	310	..	19	67
1907	17	..	295	312	..	20	64
1908	92	..	315	324	..	11	82
1909	..	..	386	388	..	16	93
1910	..	..	391	391	..	12	102
1911	..	..	361	361	..	2	101
1912	..	..	399	399	..	6	98
1913	..	..	466	466	..	2	96
1914	..	..	460	460	..	4	130
1915	..	..	452	452	..	6	155
1916	..	..	425	425	..	12	121
1917	..	..	414	414	..	9	110
1918	..	..	351	351	..	10	103
1919	..	..	296	296	..	8	116
1920	..	..	277	277	..	5	67

From these figures it is evident that the plans of 1898 included the three classes of students then in the school. In that year the numbers were as follows:

In the preparatory or high school course	63
In the short city training course where little or no practice was expected	57
In the regular normal course	98

For such a plan the present building might have proved sufficient for four or five hundred students, but it was not sufficient for that number when all had to be trained in the observation school. It was an impossibility to have eighty or a hundred students in a single class observe the teaching of a lesson to children under any satisfactory conditions.

As still further repetition from former reports the following summary of restrictive measures may prove of value:

1. Courses were made longer and more difficult.
2. Non-resident students, averaging 50 to 60 a year, were kept out by a high rate of tuition.
3. Twenty per cent of applicants were kept out by means of entrance examinations, and still others were kept from coming because of these examinations.

It is easily seen, therefore, that through changes that the varying conditions have made necessary, the excellent plans of our predecessors have not proved sufficient for the present time. Today we shall do well if we can look forward as wisely and build well for the future as we see it.

The attendance for the year is shown on another page. Two items give cause for satisfaction: the increase in the entering class, and the large development of the summer and extension classes. It will be seen that the attendance at these classes represents a very fair proportion of all the teachers of the state. If we were to add to this the numbers attending special lectures here and lectures by members of our faculty in all parts of the state, it would be clear that the College of Education is reaching in some way into every corner of Rhode Island.

In addition to the regular school work, this institution now comes into closer contact with the libraries through our library training facilities. Miss Robbins is a national figure in library work, and is doing much for our libraries generally as well as for the students in her courses and for all the students of the school.

We regret the loss of Mr. Wells, for several years an efficient instructor in our courses in education. In his place we are fortunate to have secured Mr. Charles A. Adams, formerly principal of the Castleton Normal School. Mr. Adams has also been an instructor at Teachers' College, Columbia University, at its summer session.

Many of our teachers have gained national fame through special work or through articles in the educational magazines. Mr. Brown has contributed many articles to the geographical magazines, to important encyclopedias, and to textbooks in geography. During the year he had the honor of receiving first prize for the best essay in

criticism of some phase of modern textbooks in geography offered by the American Geographical Society. Dr. Bird, in addition to articles contributed, is at present collaborating in the preparation of a textbook to be completed within a year. Miss Craig's work with the children's school continues to attract attention from educators everywhere.

Important additions to our faculty are Professor Stephen S. Colvin, of Brown University, who now gives a course of two hours a week to our seniors and a course of lectures to the entering students, and Dr. Lawrence A. Averill, of the Worcester Normal School, who has a course in educational psychology in the Saturday morning classes.

I am proud to be able to report that all our extension work, including Saturday and afternoon classes, and courses in various parts of the state, has been done without extra payment and with no thought but that of service. During the last trying years when it has been increasingly evident that teachers' salaries were much too small, and that salaries here were no exception to the rule, the spirit of our teachers has been thoroughly loyal and fine. That salaries are accepted merely as a means to an end is as it should be from the teachers' point of view. I believe the time has now come when proper adjustments should be made, and that due recognition should be given for the service rendered.

As a part of this report I am including the report of the Director of Training.

It gives me great pleasure to express again my sincere thanks for the loyal coöperation of our faculty and students, and for the generous support of our Trustees and of the Commissioner of Education. In unstinted measure they have given interest and devotion to the problems of our work.

Respectfully submitted,

JOHN L. ALGER,

Principal.

RHODE ISLAND COLLEGE OF EDUCATION

ANNUAL REPORT OF THE DIRECTOR OF THE TRAINING DEPARTMENT

To the Principal of the Rhode Island College of Education:

The training schools continue to function with satisfactory efficiency along sound lines of development. The general reorganization of elementary school methods has been and is a strong moving force among these schools, securing some admirable results in project teaching and socialized processes.

The assigning of students as pupil teachers among the various training stations of the state outside of Providence has proved to be a perplexing problem for several terms past. The shrinkage in the number of students to be trained, which has necessitated the suspension of several training schools within a few years, appears to have produced a concomitant scattering in the geographical representation of the student body. This diffused distribution of students in the matter of residence introduced almost as serious a complication in the training assignments as did the temporary shortage of teacher material. However, assignments have been accomplished with a minimum amount of hardship incident to the daily travel of pupil teachers to and from their respective training schools, and with the least possible expense to the state.

Prospects for the near relief of an acute situation in the training system grow brighter with the approach of every new term. This term the temporarily closed training school at Natick was reopened. Several other schools must be reopened in the immediate future. This indicates the beginning of a return to normal and desirable conditions.

The staff of critic teachers has been enthusiastic in its quick co-operation in the efforts of the College of Education. Attendance at the faculty meetings, held monthly during the school year, has been almost perfect. The critic teachers have been regular in seeking professional conference and advice in the office of the training department. For the most part, too, they have been faithful and constant in their visitation of the Henry Barnard School, thereby familiarizing themselves with the methods employed there. In this way, much in the way of result from educational experiments carried on in the Rhode Island College of Education has been applied in the methods of the training schools outside.

Students in training are divided into two groups. These groups alternate in attendance at meetings called in the Rhode Island College of Education. Such meetings are held four times during each term. On the occasion of these meetings, pupil teachers spend the entire day in the college, following a program which has been carefully prepared for their needs. These programs include individual and group conferences, consultation with former teachers, and observation in the Henry Barnard School. The critic teacher and one pupil teacher conduct classes of the training school while the other pupil teacher is in attendance at one of these meetings.

Henry Barnard School.—The serious problem of the training department is presented by the observation department within the college building—the Henry Barnard School. This school has become insufficient in its space and equipment. Its upper elementary department is one of the very few grammar schools located in Providence wherein two grades are enrolled in a single schoolroom. Originally the classrooms were arranged for the accommodation of groups numbering 30 to 40 pupils. The present classroom enrollment is as follows: Kindergarten, 85; Primary 1, 45; Primary 2, 45; Primary 3, 41; Primary 4, 44; Grammar 1, 50; Grammar 2, 43; Grammar 3, 36; Grammar 4, 30.

The frequent presence of visitors (as many as 100 have registered in a single week) and of regularly programmed observation classes of the college students intensify the cramped condition to a degree of real discomfort. As an observation and demonstration department for the College of Education, the Henry Barnard School is lacking in even ordinary convenience. During the next term, a class of students numbering over 100 will be ready to begin the study of certain

educational problems based upon the actual observation of children as they respond to schoolroom stimuli. At present it is impossible to foresee how the prescribed course is to be satisfactorily managed.

A room for demonstration and observation purposes, permitting a large gathering of students to sit within eye and ear range of the group of pupils to be studied, has become a positive educational need. Such a room should be arranged so as to shelter the young pupils in a properly arranged section of the center. Those engaged in the study of these pupils should be seated around the center upon graduated planes of elevation. Such an assembly room would serve all the purposes of the educational clinic, which is today an important part of the process of the training of students in professional education.

The activities of a modern socialized school become difficult in this crowded environment. The Henry Barnard School should carry the standard for the elementary schools of Rhode Island. It is difficult to be a standard bearer under the conditions described.

CLARA E. CRAIG,

Director of Training.

REPORT

OF THE

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FOR THE

YEAR ENDING JUNE 30, 1920

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*Also State Supervisor of Home Economics Education.

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WALTON E. SCOTT, B. S.....	Assistant, Animal Breeding and Pathology
BERTHA M. HEATH, B. S.....	Assistant, Animal Breeding and Pathology
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Department of Instruction in Vocational Education

UNDER AUSPICES OF STATE BOARD FOR VOCATIONAL EDUCATION

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*In cooperation with U. S. Dept. of Agriculture.

†In cooperation with Dairy Division, Bureau of Animal Industry, U. S. Dept. of Agriculture
and R. I. State Board of Agriculture.

‡In cooperation with the United States Department of Agriculture and Farm Bureaus.

Office Assistants**Executive Office**

VERA MAY WATSON.....	Stenographer
FLORENCE ROLLINSON.....	Bookkeeper
GLADYS WHEELER.....	Assistant
ALICE HOWARD.....	Assistant

Experiment Station

ELIZABETH BROWNE.....	Stenographer and Accountant
H. ALIDA BIRCH.....	Librarian and Stenographer

Extension Service

MARGARET ARMSTRONG WILCOX.....	Stenographer
GRACE FLORENCE READ.....	Stenographer
HOPE ESSEX SWIFT.....	Filing Clerk

RHODE ISLAND STATE COLLEGE

DEPARTMENTS OF INSTRUCTION

Agriculture

PROFESSORS ADAMS AND LADD, ASSISTANT PROFESSORS BURDICK AND RIMOLDI, MESSRS. BRETT AND MERRILL

The instruction given in this subject is grouped under the three heads—agronomy, animal husbandry, and horticulture. The aim is to give such theoretical and practical training in the fundamentals of agriculture as will enable those who take this work to fill positions of trust and responsibility, either as owners of their own farms, managers of estates, or along other lines of agricultural activity.

That the graduates from this department may be fitted to take up the work outlined above, all students registered for a degree in agriculture are required to show certain familiarity with the ordinary operations of the farm, before such degree is given.

In order that those students who have not had an opportunity to receive training in the practical work of the farm may become familiar with some of the more common operations, they are required, during their connection with the college, to do a certain amount of routine farm work without pay. This includes work in the dairy barn, poultry yard, greenhouses and gardens. This training is in addition to the laboratory credits prescribed in the regular course. The amount of such work required depends upon the efficiency shown by the student. No college credits are given for this work, yet the neglect of this phase of the training is considered a sufficient cause for dismissal from the institution. Students taking practical work upon farms during the summer vacations are required to furnish a certificate from their employers, stating the time spent on the farm and the kind and amount of work accomplished. Special attention must be given to that branch of agriculture which the student is to elect during the senior year.

Agronomy

PROFESSOR ADAMS, ASSISTANT PROFESSOR BURDICK

The instruction in agronomy begins the first term of the junior year, when a study is made of the soil. Following this work are subjects dealing with the field crops and their uses as food for man and beast. In the work with soils and fertilizers special emphasis is placed upon the problems connected with the proper use of chemical manures.

The business side of farm life is given attention in the subject treating of farm equipment and management. Work with farm machinery is a laboratory course, in which the students are taught how to care for, repair, and operate modern farm machinery. In the senior year there is instruction in plant breeding, a subject which is of the utmost importance to one who would make the most of the opportunities in crop production. Instruction in agricultural experimentation deals largely with the application of the results which have been obtained by the experiment station to the practical problems of the farm.

The equipment of the department includes the college farm and barns; also the farm machinery, consisting of a good line of tillage implements, fertilizer distributors, grain drill and harvesting machinery.

Students have the advantage of the field experiments which are being conducted by the experiment station upon fertilizer problems and with various rotations.

Subjects—Forage crops, soils and fertilizers, farm crops, farm machinery, farm management, history of agricultural and horticultural literature, agricultural experimentation, plant breeding, farm accounting, marketing of farm products, crops and rotations.

Animal Husbandry

PROFESSOR LADD, ASSISTANT PROFESSOR BURDICK, MR. BRETT

The subjects in animal husbandry are so arranged as to furnish practical as well as theoretical instruction in the selection, care, and management of live stock on the farm. All students who graduate in agriculture are required to study breeds of stock, stock-judging, and veterinary practice. The student is taught how to select and care for farm animals. Students specializing in animal husbandry are offered advanced stock-judging, the principles of feeding, breeding and the management of herds, flocks, and studs. Work in

dairying is offered during the second term of the junior year, and one who cares to specialize may find an elective throughout the senior year.

Instruction in poultry culture is given during the senior year, and is both practical and theoretical. During the same year an elective is offered in advanced poultry judging and poultry investigation. The equipment in poultry is particularly strong. The college poultry plant enables the student to obtain a large amount of practical experience in incubation, brooding, feeding, and general management. In addition to the poultry stock in the college yards, students have the opportunity of following the investigations which are being conducted by the experiment station. An eight weeks' course in poultry keeping is offered also during the winter months.

Subjects—Stock-judging, breeds, principles of breeding, animal husbandry, feeds and feeding, dairy practice, research and literature, veterinary practice, poultry culture, judging poultry, poultry husbandry, management of beef cattle and horses, management of sheep and swine, types and breeds, principles of feeding, live stock care and sanitation, poultry keeping.

Horticulture

ASSISTANT PROFESSOR RIMOLDI, MR. MERRILL

The aim of the instruction in horticulture is to help the student to understand the practical and scientific problems which arise in the various lines of work included under this subject.

The headquarters of the department are in the horticultural building. The main building contains the office and recitation rooms, together with photographic rooms. Attached to this building are greenhouses of modern construction, containing over 9,000 square feet under glass, 3,000 square feet of which is used by the experiment station for fertilizer experiments. The remainder is devoted to college work, and thus affords the student an excellent opportunity to become familiar with the growth of plants under glass. The land devoted to the department comprises the college gardens, and the fruit orchards, containing over 150 varieties of fruit, which afford an excellent opportunity for the study of apples and pears especially. A collection of flowering shrubs enables the student in landscape gardening to study, in the natural state, the material used in this work.

Subjects—Propagation of plants, vegetable gardening, fruit culture, spraying and pruning, greenhouse construction and management, floriculture, horticulture by-products, literature of horticulture, pomology, advanced vegetable gardening, plant breeding, landscape art, small fruits and grapes, arithmetic and farm accounts, marketing of farm products, propagation of plants.

Art.

MISS ELDRED

The purpose of the subjects described below is to meet the drawing requirements of the science laboratories, to give some knowledge of the principles of design and their practical applications, and to develop the appreciation of beauty in nature and in art. For agricultural and applied science students the work comprises outline drawing in pencil, from plant and animal forms and from objects chosen to illustrate the principles of perspective. In the home economics course greater emphasis is placed upon the principles and practice of design, upon the study of color and color harmony, and upon the application of all these to such problems as those of costume and the arrangement, furnishing, and decoration of the home. The brief course in the history of art aims to give some familiarity with the greatest achievements of past and present in architecture, sculpture, and painting. The department has a considerable equipment of illustrative material for this work, including a collection of about 150 casts and some 400 photographs of folio or larger size, with several thousand smaller prints.

Subjects—Pencil drawing from objects, history of art, drawing in charcoal from still life or cast, pen and ink drawing, water color or pastel, modeling in clay, architectural drawing and interior decoration, history of American art, history of modern European art, theory of design, drawing and design, appreciation of art.

Bacteriology

DR. HADLEY

The instruction in bacteriology is arranged to meet the requirements of two classes of students:

1. In the first place, the subject is presented in an elementary way for those whose main interest lies in other fields of work, but who at the same time desire a general knowledge of micro-organisms and their relation to problems of human life, including agriculture, sanitation, foods, and the many problems of personal and public health and hygiene. The subject requires some familiarity with certain fundamental biological principles.

2. In the second place the work in bacteriology is arranged to afford opportunity for specialization on the part of the students in the applied science course who anticipate entering some branch of applied bacteriology after graduation. Such specialization naturally

looks forward to service in (a) the educational, (b) the commercial, (c) the municipal or (d) the research field, as exemplified by college teaching, private manufacturing laboratories of biologic products, departments of public health (city or state), and the state agricultural experiment stations and privately endowed institutions of research, respectively. Opportunity is offered to acquire advanced bacteriological technique. The program is confined largely to laboratory work. In the second term of advanced bacteriology advanced technique is continued with special reference to diagnostic blood tests involving agglutination, precipitation and complement-fixation methods. In addition the student may be permitted to pursue individual work on a selected problem and opportunity is offered to become familiar with some of the methods of bacteriological research. This work may be outlined with special reference to the particular branch of the subject which the student plans to enter, such as agricultural, industrial or pathogenic bacteriology.

Subjects—Systematic general bacteriology, applied general bacteriology, advanced bacteriological technique.

Botany

PROFESSOR MERROW

The subjects of this department are fundamental to much of the technical work in agriculture and home economics. Plants for study are near at hand. A great variety of economic plants is grown on the land of the experiment station, and in the fields of the college farm. Many trees and shrubs are cultivated on the campus and plants of the native flora are always available. The greenhouses also furnish much material. The laboratory is equipped with dissecting and compound microscopes, paraffin bath, and simple physiological apparatus. A good working library, including several botanical periodicals, charts, models, and an herbarium of about 6,500 specimens, are important factors.

Subjects—General botany, botany of crop plants and weeds, trees and shrubs, forestry, histology, pathology, plant life.

Chemistry

PROFESSORS INCE, HARTWELL, AND JACKSON, MR. BURGESS

Instruction in this department begins in the freshman year with experimental lectures, recitations, and laboratory practice in general and descriptive chemistry. The work is designed to give a thorough

elementary knowledge of theoretical and descriptive inorganic chemistry, including the principal technical processes, and a brief account of the carbon compounds. As much attention as is practicable in a general course is given to the applications of the science to the problems of life. Two periods per week for the first half-year and three for the second half-year are devoted to lectures and recitations, and three hours per week for a half-year to practical work in the laboratory, where the student has an opportunity to verify some of the chemical theories and to become familiar with substances and their chemical behavior. During the second half of this year the laboratory period is devoted to qualitative analysis, which for chemical engineering and applied science students continues through the first half of the sophomore year. The subject is taught in part by means of recitations and lectures, but mainly by work in the laboratory. Students are required to complete a systematic course in basic and acid analysis, and to analyze correctly a number of alloys, salts, and minerals.

Quantitative analysis is taught mainly by laboratory practice, but sufficient time is devoted to lectures and recitations to teach thoroughly the fundamental principles involved. The work comprises gravimetric and volumetric analysis, and the quantitative determination of salts, alloys, ores, minerals, and commercial and food products. The above subjects cover a comprehensive study of analytical chemistry, and are intended to give the student such theoretical and practical knowledge as to prepare him for analytical work of any kind.

The study of organic chemistry begins with a short course, designed to cover the general principles and methods, and to include a description of the more important compounds. The subject is continued by those who wish to specialize in chemistry in a more extended course, covering the aromatic series and the chemistry of the dyestuffs, and accompanied by laboratory work in organic preparations and analysis. The theoretical and basic principles of chemistry, with their general application, are thoroughly studied by recitation, lectures, and laboratory work in the course in physical chemistry.

The descriptive side of industrial chemistry, which comprises a general survey of the technical applications of chemical principles to the arts and industries, is studied by recitation work; while prac-

tical technical operations, such as textile coloring, suited to the needs of the individual student, are studied by laboratory practice.

Agricultural chemistry, required of agricultural students in the sophomore year, embodies the chemistry of soils and fertilizers, also the chemistry involved in the changes which take place during the growth of animals and plants, as well as in the storage or manufacture of the ordinary farm products.

Reports and discussions of chemical subjects and recent investigations are intended to familiarize the student with the general field of chemical literature, and to inculcate the habit of keeping up with the recent advance in chemical science by reports and discussion of articles appearing in the chemical journals. This work is preparatory for assigned work, which involves original investigation.

The laboratory occupies the first floor and a part of the basement of Science Hall, seventeen rooms altogether, including a large general laboratory, organic and analytical laboratories, weighing room, library, large lecture room, recitation room, two offices, storerooms and supply room. It is well equipped with apparatus and consulting library.

Subjects—General chemistry, qualitative analysis, organic chemistry, organic chemical laboratory, gravimetric analysis, volumetric analysis, food analysis, physical chemistry, agricultural chemistry, gas analysis, industrial chemistry, physiological chemistry.

Economic and Social Science

PRESIDENT EDWARDS

The course in economics in this department is required of seniors, and may be supplemented by one or both of two elective courses in agricultural economics and rural sociology. The first course aims to present the major premises of economic laws principally in careful study of their applications to the large problems of life. The elective course in agricultural economics covers particularly the position of agriculture in industry from the point of view of political economy, with emphasis upon marketing, transportation, labor, ownership and tenancy, mortgages, etc., as farm problems. The course in rural sociology deals with courses and results of farm population movement; general social conditions of farmers, such as literacy, health, crime, and personal and social traits developed by rural life; means of rural communication, schools and education, country churches, farmers' organizations, and the federation of rural social forces.

Engineering—Chemical

PROFESSORS INCE AND JACKSON, MR. BURGESS

The course in chemical engineering is based upon the principles of chemistry and of mechanical and electrical engineering. It is designed to prepare men for those industries in which chemical processes play a vital part. The subjects in chemistry aim to train the student thoroughly in theoretical and descriptive inorganic and organic chemistry, to give him a working knowledge of the various branches of chemical analysis, and to make him familiar with the practical applications of chemistry. The subjects in mathematics, physics, mechanical and electrical engineering aim to give the training necessary to solve the mechanical and electrical problems that present themselves when chemistry is applied to the industries.

While the primary purpose is to turn out men well equipped to take up any line of chemical engineering, yet, owing to the important textile interests in this state, and the increasing importance of the manufacture of chemicals and dyestuffs, especial emphasis is placed on the manufacture and application of dyes. The following are some of the industries which offer opportunities to the chemist and the chemical engineer: The manufacture of chemicals and dyestuffs; the bleaching and dyeing of cotton, wool, and silk; the manufacture of fertilizers, explosives, hydraulic cement, clay products, glass, sugar, paper pulp, paper, soap, paint and varnish; the refining of fats and oils; the metallurgical operations; the acid and alkali industries; the utilization of fuel by combustion or destructive distillation to form gas, coke, and tar, embracing further the whole field of forest-products utilization; and the processes of water and sewage purification.

Engineering—Civil

PROFESSOR WEBSTER

It is the purpose of this course to give the student such training in the fundamental principles of engineering as to prepare him for the duties and opportunities that may be offered in the various fields of civil engineering. With this object in view, application of the theories and principles learned in the classroom is made in the field, laboratory, and drafting room. An effort is also made to give the student as liberal a training in the sciences and arts as his limited

time will permit, but the primary purpose is to prepare him for one definite line of work.

In order to widen the scope of the students' opportunities, the name of the department has been changed from highway engineering to civil engineering, and corresponding changes have been made in the course of study. However, owing to the growing importance of highway engineering in this state and throughout the country in general, considerable emphasis is still placed on this phase of engineering work.

The equipment of the department consists of levels, transits, compasses, rods, tapes, chains, drafting instruments, etc., and testing machines, to which the student has access. He also has free use of the library, in which are found the leading engineering journals, and many of the principal works on various engineering subjects.

Subjects—Surveying, topographic surveying, railroad engineering, graphic statics, roads and pavements, bridge details, bridge analysis, bridge design, masonry construction, reinforced concrete, sewerage, water supply, tunneling, contracts and specifications, metal structures, irrigation engineering.

Engineering—Electrical

PROFESSOR ANDERSON AND ASSISTANT PROFESSOR COGGINS

The aim of the course in electrical engineering is to give the student such training in the fundamental principles of the subject as will fit him to take up, in an intelligent and effective manner, any line of engineering work requiring special electrical knowledge. Instruction is given in both classroom and laboratory, the aim of each method of instruction being to supplement the other, and to develop resourcefulness and the habit of independent thought on the part of the students.

Subjects—Theory of direct currents, direct current laboratory, theory of alternating currents, alternating current laboratory, design of electrical machinery, telephone engineering, transmission of energy, electric railway engineering, research.

Engineering—Mechanical

PROFESSOR WALES, MESSRS. ELDRED, KNOWLES, AND OLSON

It is the object of the work in the department of mechanical engineering to turn out broad-gauged, self-dependent men, well trained in engineering theory, familiar with the practical matters of construction and operation, and having some knowledge of the economic relations which the engineer and industrial development

bear to modern society. In the endeavor to train men who will touch life, not at one point, but at many, the work of the department is supplemented and rounded out by extended and vigorous courses along the lines of electrical engineering, physics, mathematics, chemistry, English, history, modern languages, and political economy. The special work of the department of mechanical engineering divides itself naturally into the following general groups: shop practice, design, steam engineering, and experimental engineering. Each of the above groups is amplified and briefly described below:

Shop Practice—The object of this work is to give familiarity with principles, operations, possibilities, and management, rather than to develop the greatest dexterity in manipulation. Shop practice extends over three years of the course, and comprises forging and foundry work, pattern making, and machine-tool operation. The shops are exceptionally well equipped with machines and tools of all kinds. In the machine shop are six metal lathes, speed lathes, planes, 16-inch shaper, two drills, two tool grinders, drill grinder, milling machine, punching-press, vertical boring and turning mill, together with the usual assortment of tools and auxiliaries. The pattern shop is provided with lathes, circular saw, band saw, jig saw, dowel machine, surface and buzz planers, etc. Fifteen workbenches fully provided with the small tools of the pattern maker complete the equipment. The forge shop is equipped with the usual anvils, forges, fullers, swages, hardies, etc., while a full stock of patterns, shovels, riddles, flasks, and trowels is provided for the work in foundry practice. Enthusiasm is given to the work by the construction of things of real value—a new machine for the shop or a piece of apparatus for the laboratory—instead of spending the time on worthless “exercises.”

Design—The work along the lines of design extends throughout the four years, beginning with freehand and mechanical drawing and ending with machine design and power-plant design in the senior year. Leading up to this final work are the terms of mechanical drawing, descriptive geometry, mechanism, valve gears, dynamics of machines, mechanics, strength of materials, hydraulics, and thermodynamics. All the forces of correct theory and the practice of the most successful builders are brought to bear upon the solution of definite, practical problems.

Steam Engineering—Steam engineering begins in the junior year and runs through the remainder of the course. A rigorous study of the mathematical theory of thermo-dynamics supplies the foundation for the study of boilers and engines, design and economy, and the various devices and auxiliaries of the power plant. In the senior year is considered the particular branch of heating and ventilating. In this year, also, the subject of power plants is taken up, which applies all the previous training in steam engineering, and which brings together and unifies all allied subjects.

Experimental Engineering—This subject, which extends throughout the junior and senior years, is intended to fix the theory developed in all the other lines of work. Instruction is given by means of lectures and laboratory tests. The student becomes familiar with the theory, construction, use, and calibration of the instruments and apparatus used by the engineer, and gains experience in making accurate standard and special tests. The work is divided into four groups: one, dealing with the chemical problems of engineering—testing of gases, oils, fuels, feed water, etc.; a second, with general calibration and testing; a third, with the study and tests of structural materials; and the fourth, with general power-plant testing. In power-plant testing the students make the necessary plans and preparations, perform the experimental work, and prepare formal reports, with recommendations for improvement in economy, etc. These tests are made not only on the college power-plants, but on those of manufacturing establishments of the state. The equipment for experimental work comprises several boilers and steam engines, large steam pump, gas engines, feed-water heaters, several steam and gas engine indicators, steam calorimeters, tanks, scales, injectors, water turbine, hydraulic ram, pulsometer, centrifugal pump, belt pump, weirs, two-stage air compressor, air-brake outfit, meters, gauges, 50,000-lb. tension and compression machine, apparatus for oil and gas testing, fuel calorimeter, complete outfit for testing cements and concretes, etc. Throughout the work the greatest stress is laid upon the correct calculation and interpretation of results, and accuracy and self-dependence are developed to the fullest.

Subjects—Mechanical drawing, forge and foundry, pattern making, descriptive geometry, machine shop, machine drafting, heat engineering, applied mechanics, hydraulics, mechanism valve gears and dynamics, experimental engineering, heating and ventilation, machine design, power plants and power plant design, steam plants, hydro plants, gas producer plants, dynamics of machines, business organization and management.

English

PROFESSOR CHURCHILL, ASSISTANT PROFESSOR PECK

The English department offers subjects in literature and in rhetoric and composition. The required work extends over the four years. Elective subjects in literature are provided for juniors and seniors. Both literature and composition subjects place emphasis on the practical and the contemporary phases of the work. The library is an important factor in the work of the department, as it contains some 1,200 volumes of representative English and American literature.

Subjects—Modern essays, Shakespeare, current literature and composition, the English novel, American poetry, contemporary drama, rhetoric and composition, newspaper work, argumentation, interpretive reading, debating.

Geology

MR. BROWN

Under this subject historical geology is considered in outline, attention being given, also, to those phases of dynamical and structural geology which are particularly important. Special attention is given to rock weathering and soil formation, and to those characteristics of rocks which are of chief importance in connection with road construction.

History

PRESIDENT EDWARDS, PROFESSOR CHURCHILL

This department aims to present a thorough historical background for modern economics and political life. The courses cover modern European history, government and politics in the United States, social, economic and industrial history of the United States.

Home Economics

PROFESSOR BEMIS, ASSISTANT PROFESSOR PEPPARD

There are two home economics laboratories: a small building near South Hall is used for the foods, dietetics and nutrition classes. It is well lighted and ventilated and equipped for sixteen students. The clothing laboratory is housed in Davis Hall and accommodates sixteen students. The latest books for reference in home economics courses are kept in the library and are at the disposal of the students at all times.

Subjects—Garment making, hygiene, foods, house planning and furnishing, dietetics, sanitation, home nursing, dressmaking, home administration, costume design, textiles and clothing economics, applied household mechanics.

Mathematics

PROFESSOR TYLER, ASSISTANT PROFESSOR BILLS

The department of mathematics is intimately correlated with the departments for which it serves to give the foundation in mathematics essential for successful analysis, interpretation and practice.

Subjects—College algebra, trigonometry, higher algebra, analytics, elementary analysis, calculus, spherical trigonometry, solid analytics.

Military Science and Tactics

CAPTAIN KNIGHT

All male college students are required to take military instruction during the first two years unless excused by reason of physical disability. During this period they are enrolled in the Reserve Officers' Training Corps. During the remainder of their period in college they may continue in the military department or take physical training instead.

The primary object of the Reserve Officers' Training Corps is to qualify, by systematic and standard methods of training, young men for reserve officers of the United States army. The system of instruction as prescribed presents to the students a standardized measure of that military training which is necessary in order to prepare them to perform intelligently the duties of commissioned officers in the military forces of the United States, and it enables them to be thus trained with the least practicable interference with their civil careers.

Subjects—Practical military art, theoretical military art.

Modern Languages

PROFESSOR JAECK

The department offers elementary and advanced training in French, German and Spanish.

Music

ASSISTANT PROFESSOR PECK

The work of the department is confined to the study of harmony and appreciation, with the history of music, and the aim is not to train musicians so much as to give the general student musical culture.

Subjects—Elementary harmony and history of music, harmony and appreciation, the oratorio and the symphony, masters in music.

Physics

PROFESSOR ANDERSON, ASSISTANT PROFESSOR COGGINS

Physics is regarded as a fundamental science, a mastery of which is essential to success in engineering or in any calling involving the application of scientific methods and processes. Therefore emphasis is placed upon the practical applications of the principles involved, not only for the purpose of affording preparation for future work, but with the idea of stimulating the student to an interest in his professional work.

At the same time, some effort is made to present the subject from the standpoint of a pure science, and to instill in the student a respect for scientific methods, and to prepare him for advanced work in research and investigation. Advanced mathematics is employed, wherever its use is deemed necessary for a rigorous and complete development of the subject.

Instruction is given in both classroom and laboratory, the two methods being closely correlated. The department is equipped with many pieces of high-grade apparatus. In mechanics, special attention is given to problems involving mass, force, motion and energy.

In the laboratory of heat measurements, the problems involved in the transformation of heat into energy are strongly emphasized.

In light, the department is able to carry on work of the usual college grade, being well equipped with high-grade photometers, spectrometers, etc.

The laboratory of electrical measurements is particularly well equipped for the carrying on of work in this line.

Subjects—Descriptive physics, general physics, laboratory physics, electrical measurements, principles of illumination.

Physical Education

MR. MURRAY, MISS HEMPHILL

The aim of the department of physical education is to give those students taking work in the department such scientific physical training as best to develop a normal body. Every student in the institution is required to take at least two hours work in practical military art or physical training.

Recent events have shown the great need of better physical development among the youth of our country, together with more scientific and thorough application of the methods of physical educa-

tion in our American colleges. During the past year, this college has required practically every student to take regularly some form of physical training, thus causing the development of a better physical body as well as mental improvement. The college encourages athletic sports and the organization of college and class teams. Basketball, football, baseball, boxing, cross country running, track games, and gymnasium work for both men and women students are under the supervision of the department.

Psychology and Education

PROFESSORS CARROLL, BIRD AND WELLS, MR. SPANTON AND MISS WRIGHT

This department aims (1) to offer for college students enrolled in any department the professional courses in education required by the State Board of Education to qualify them for professional certification as teachers in public secondary schools, and (2) to prepare college students to meet the requirements for qualification as teachers of agriculture, home economics, trades and industries and related subjects in vocational schools maintained under federal and state laws.

Through an agreement by and between the Board of Managers of Rhode Island State College and the Board of Trustees of Rhode Island College of Education, a student who has completed two years at either institution may be transferred to the other, and on the completion of four years may be graduated from both colleges. Thus students enrolled in the normal courses at the College of Education may complete a college education at the State College, and students at the latter institution may take special preparation for teaching at the former. The agreement also contemplates an exchange of faculties; the three professors in this department are members of the faculty of the College of Education.

The department group includes also the State Supervisor of Agricultural Education and the State Supervisor of Home Economics Education, whose special functions are specific training of teachers of agriculture and home economics for public secondary schools.

Subjects—History of education, agricultural education, home economics education, science of teaching, principles of secondary education, Rhode Island education, educational psychology, methods of teaching, school and class management, history of agricultural education, practice teaching, special methods in vocational subjects.

Zoölogy

PROFESSOR BARLOW

The work in this department is designed to meet the needs of two classes of students, those who are interested in the economic aspect of animal life and those who purpose to become teachers. To meet the needs of the first class, subjects are given which are planned to call attention to the economic aspects of the different orders. Much time is given to entomology, and in this subject special attention is given to injurious forms. For those who are to be teachers, a thorough training is given in the morphology and classification of animals as a preparation for the more special subjects that follow. In these, attention is directed to the habits and relations of animals, which are studied both in the field and in the laboratory.

The laboratory is equipped with a series of charts, valuable models, and many mounted skeletons. Rhode Island birds are represented by mounted specimens of practically every species; fishes, reptiles, and batrachians, in alcoholic preparations. The collection of insects, begun recently, now fills about one hundred cases, and is being steadily increased. Each student is given the use of compound and dissecting microscopes.

Subjects—Invertebrate zoölogy, general zoölogy, economic zoölogy, general entomology, systematic entomology, histology, embryology, bird life, anatomy and physiology.

REPORT OF THE PRESIDENT OF THE COLLEGE

To the Board of Managers of Rhode Island State College:

At the end of the year 1918 the national government released its control of the college and discontinued its payments for the maintenance of armed troops in training for the war. During the greater part of the year, the college had been a military camp, controlled and directed in the main by the military necessities of the service and managed by a military commandant and his staff of army officers in coöperation with our own civil organization under a more or less definite contract with the War Department. All our resources—our buildings, our equipment, our teaching and administrative personnel—were transformed into a military machine for the rapid development of men into soldiers capable of service along definite lines. Under these conditions 783 men were passed through the combined military and civil training instituted here.

It will be readily recognized that so drastic a transformation did not take place without serious injury to our physical equipment and the impairment of our academic traditions and organization. A great part of the work of the year has consisted of the rehabilitation of our academic life, the reorganizing of our physical resources and the replacing of our personnel depleted by the exigencies of the war.

Physical Rehabilitation

It will, of course, be readily understood that the work done in 1918 under army auspices was in no sense that which college courses require. The demand was for handicraft efficiency. Even in the Students Army Training Corps the theoretical training in art and science was reduced to the lowest possible terms and the students' days were filled with duties pertaining to the soldier's life. Every building with one exception had been diverted from its original purpose to new and strange uses. Furniture and apparatus had been removed and stored in such places as could be reserved—many times in places unsuited for either the safety or the proper care of

the material stored. In their places army furniture and the appliances for army training had been installed. Laboratories had been dismantled, classrooms turned into offices, fraternity houses into barracks.

Now, at the beginning of the year 1919, the problem was to reverse the previous process, to transform a military camp into a college campus once more. And this we found to be a strangely difficult and somewhat costly process. It was no light task to reinstall laboratories, to refit lecture rooms, to transform mess halls into dining rooms, and barracks back again into dormitories and fraternity houses. Apparatus was found to be out of condition, new instruments had to be bought and new furniture purchased. The labor, too, in making all these changes was no slight element of cost.

Reestablishment of College Life and Action

The physical rehabilitation was fairly easy of accomplishment in comparison with the difficulty of rebuilding the mental and spiritual life, traditions and habits of an institution of learning. At the opening of the year, in January, few of the upper classmen had returned and the comparatively large number of new students had to rely on their own resources for organizing and guiding their college life. It must not be forgotten, too, that their high school life had been abridged and foreshortened by the war excitement, by the closing of schools on account of the fuel shortage, by the release of boys and girls for war emergency work, and by shortage in the teaching force. Many of them came, too, from the Students Army Training Corps and had to form new habits of intellectual effort as contrasted with physical strain and endurance.

Very soon the men released from the camps and from overseas duty came dropping in, to take up the work where they had left it off a year or more ago. But the transition from the alarums of war, from a life of vigorous and sustained physical effort under the open sky, from the constant excitement and change of scene in the army, to the quiet life of the student was a most trying experience. With the best of will they found it difficult to steady and focus the mind on the pale tasks and tepid interests of college routine. Many of them expressed themselves as surprised and disappointed at their own mental phenomena. They realized as never before the vital importance of college training. They came back mature of purpose and eager for advancement; yet they found themselves unable to control the

wandering attention or to fix their interest. It all seemed "stale, flat and unprofitable." As they expressed it, they could not "find themselves." The whole year has not sufficed to offset this waste of war, and it will take much time and effort still to bring back the old eager intellectual zeal, the steady response to mental stimulus, the powerful ideals and traditions that constitute the charm and efficacy of college life.

Replacement of Personnel

Still another phase of the work of rehabilitation during the year has been the filling out of the faculty to the degree necessary to take care of the influx of students. The total enrollment for the academic year, September, 1918, to July, 1919, was 402, but under the Students Army Training Corps, as the academic instruction was slender, the number of instructors necessary was much smaller than the same number of students would have required under ordinary academic conditions. After the reorganization in January the total number of students was reduced to 255. Moreover, it was practically impossible to secure new instructors at that time. Such rearrangement of classes and readjustment of courses was made as was possible and the college year to July 1 was finished as best we could with an inadequate staff of teachers.

The process of faculty reduction began early in 1917 with the enlistment of faculty members in various phases of war work and the coincident decrease of the student body from 336 in 1916 to 251 in April, 1918. At that time the actual number of the academic staff engaged in teaching was seventeen.

The effort to fill vacancies began as soon as it was evident that war conditions were about to cease. The list of new appointments includes six full professors, three assistant professors and six instructors. Other new officers are an extension director of home economics and three new assistants in the experiment station. No small part of the difficulties of the year have lain in the fact that so large a proportion of our faculty personnel was new to our conditions and requirements and had to labor under such handicaps. Furthermore, many of the new appointees had themselves just returned from war work, and had to readjust their own mental habits and point of view to new environment.

All these factors of rehabilitation together with others which we shared with the general public, in the way of unusual labor condi-

tions, readjustment to the high plane of prices, and consequent difficulties of decrease in the purchasing power of a fixed income, have created new problems of college administration which had to be solved without guiding precedents, and have greatly affected the efficiency of the year's work. Nevertheless much has been accomplished, readjustment has largely been brought about, and we have reason to feel thankful that in the process no disasters have occurred and that the prospect for the future is bright.

Changes in the Faculty

The following is a record of the changes taking place in the personnel of the employees during the year:

Professor Leonard P. Dickinson, Professor of Electrical Engineering, resigned early in the year to take a very flattering appointment in Robert College, Constantinople, Turkey.

Mr. Fred M. Walker, appointed January 1 as physical director and coach for six months, resigned at the end of his term of appointment.

Captain W. E. Dove, re-appointed January 1 at our earnest instance as Professor of Military Science and Tactics, was retired to the inactive army list on July 1 by the War Department in pursuance of a general policy of relieving retired army officers from active duty.

Dr. Virgil L. Leighton, for many years Professor of Chemistry, retired at the beginning of the college year in September to carry on the management of his farm.

Dr. Edward H. Perkins, Assistant Professor of Chemistry and Geology, resigned September 1 to take a professorship of geology in Western University, London, Ontario.

Miss Florence H. Myrick, instructor in modern languages, resigned September 1 because of ill health.

Mr. Wm. R. M. Scott, instructor in horticulture, resigned July 1.

From the extension service Miss Gladys L. Meloche, state leader in home economics, resigned to take further courses at the University of Wisconsin.

Mr. George H. Baldwin, specialist in agronomy, retired on July 1.

Miss Dorothy W. Caldwell, assistant in pathology in the experiment station, resigned July 1.

The following new appointments have been made both to fill positions vacated as indicated in the foregoing record and also to revive positions that had lain dormant during the war. It will be noted that the chemistry department has been strengthened by

raising the assistant professorship to a full professorship. The modern languages have also been made a department with a full professor in charge.

On March 1 Mr. Mahlon G. Knowles was appointed instructor in mechanical engineering. Mr. Knowles obtained the degree of B. S. in mechanical engineering at Tufts College in 1917, and enrolled as a graduate student in the department of education at Harvard University, leaving there to enlist in the service of the U. S. Shipping Board in April, 1918, and becoming marine engineer.

On March 1 Mr. Frank Olson was appointed instructor in mechanical engineering. Mr. Olson was a student at Massachusetts Institute of Technology, and taught for over a year in the shops of that institution. He also had two years of experience in the shops of the Watertown Arsenal and other plants.

On March 1 Mr. William R. M. Scott was appointed instructor in horticulture. Mr. Scott was a graduate of the Ontario Agricultural College, 1909, and received the B. S. A. degree from University of Toronto, 1911; also M. S., from Purdue University, 1918. He engaged in practical work as a fruit grower from 1911 to 1914, and was instructor in farm crops at Purdue University, 1916-18.

On March 1 Mr. Frank J. Rimoldi was appointed instructor in horticulture. Mr. Rimoldi is a graduate of Connecticut Agricultural College in 1913, and obtained the degree of B. S. from Cornell University, 1917. He has served as entomologist in the Connecticut Agricultural Experiment Station, as fruit specialist at New York State College of Agriculture, as extension entomologist and horticulturist for southern New England and as plant quarantine inspector for Texas. He was made Assistant Professor of Horticulture on September 1.

On July 1 Miss Helen E. Peck was raised in rank from instructor in English to Assistant Professor of English Literature.

On September 1 Dr. Emma Gertrude Jaeck was appointed Professor of Modern Languages. Miss Jaeck obtained the degree of B. S. at the University of Wisconsin, 1903; studied at Berlin during 1905-06, and was given the degrees of M. A. and Ph. D. at the University of Illinois. She has taught in Mt. Holyoke College and was Professor of German and Spanish in Oxford College, Ohio, 1915-19.

On September 1 Mr. Lester E. Merrill, B. S., New Hampshire State College, 1918, was made instructor in horticulture. Mr. Merrill enlisted and served overseas between graduation and his appointment here.

In September Mr. Joseph W. Ince, A. B., Brown University, 1902, and M. A., 1904, Brown University, was appointed Professor of Chemistry and head of that department. He was instructor in

chemistry for one year at Brown University, was demonstrator of chemistry at McGill University for three years, and then went to North Dakota College of Agriculture, as Professor of Chemistry.

In September Mr. Henry Louis Jackson, B. S., Massachusetts Institute of Technology, 1905, and M. S., Hamilton College, became Professor of Industrial Chemistry. He was instructor at the Institute for one year, Assistant Professor of Chemistry in the University of Kansas for five years, State Chemist of Idaho for four years, and instructor in chemistry at North Dakota Agricultural College. In November, 1919, he was sent by the United States Government as one of several nutrition experts to France and served in connection with hospital and camp kitchens.

In September Mr. William Anderson became Professor of Physics and Electrical Engineering. Mr. Anderson obtained the degree of B. S. at Kansas State College in 1898, M. S., from the same institution in 1906, and M. A., Cornell University, 1911. He was instructor in mathematics and physics in Kansas State College, and later became Assistant Professor of Physics and Electrical Engineering at Michigan College of Mines.

In September Mr. Frederick J. Murray, A. B., Georgetown University, 1915, succeeded Mr. Walker as physical director. He spent two years as athletic director in the Gloucester High School, and served in the aviation branch of the U. S. Army.

In September Mr. Wayland M. Burgess, Rhode Island State College, 1919, was appointed instructor in chemistry.

In September Miss Elizabeth Hemphill was appointed instructor in physical training for women. Miss Hemphill is a graduate of the Savage School for Physical Education, New York City, and has completed courses given by the Swedish School of Gymnastics and Massage and the Summer Camp of Physical Education conducted by New York University. She has conducted classes at the Savage School and also private classes in Swedish gymnastics and folk dances.

On September 30, the War Department detailed Captain Alfred S. Knight as Professor of Military Science and Tactics.

Department of Education

It should be observed especially that an arrangement has been entered into with the Rhode Island Normal School by which several things have been accomplished. In order to meet the need for science teaching in the schools, for the training of competent teachers in vocational work in agriculture, science, and home economics, and for supervision of such work, a department of education has been

created, and all work previously done by the English department in psychology and education has been transferred to this department.

To man this department, three members of the faculty of the Rhode Island Normal School have been appointed as Professors in the college as follows: Dr. Charles Carroll to the chair of School Law and Administration; Dr. Grace E. Bird to the chair of Educational Psychology; and Professor Guy F. Wells to the chair of Education. These teachers will each give part of their time to corresponding courses in this institution. Reciprocally, two of our Professors, Miss Bessie E. Bemis and Mrs. L. L. Peppard, will give courses in the Normal School.

Furthermore, a course has been laid out on the completion of which the degree of Bachelor of Education will be awarded. This course is composed of two years of work in the Normal School and two years of work at the College. It is so arranged that the student may take the first two years either at the Normal School or at the College, accomplishing the second two years either at the College or the Normal School. In other words, to complete the four-year course and receive the degree of Bachelor of Education from the College, the student must successfully complete two years of work in both institutions, beginning at either institution as he or she may elect.

The course is divided into three options so far as the College part is concerned, viz: two years in agriculture and the basic sciences on which scientific agriculture rests; or two years in science—chemistry, botany, zoölogy, geology, physics and bacteriology—plus certain work in foreign language and mathematics; or two years in home economics and its basal sciences.

In this same connection and under an agreement with the State Board for Vocational Education, the college has undertaken the teacher-training work in agriculture and home economics. To this end four-year courses in these subjects have been established leading to the degree of Bachelor of Science. The first two years are the same both in entrance requirements and in content with the corresponding regular course in those subjects. The last two years include subjects in education, pure and applied to vocational work. The vocational subjects are taught by the supervisors of vocational education appointed by the State Board for Vocational Education, viz., for agriculture, Mr. William T. Spanton, B. Sc., B. A., and for home economics, Miss Ethel A. Wright.

Attendance

The attendance for the year 1919-20 is the largest in the history of the college, numbering 342 students. The entering class has an enrollment of 143, an increase over the previous year of 14 per cent. In view of the conditions considered at the beginning of this report, it had seemed best to limit our total enrollment to 340, and this decision was adhered to as closely as possible, necessitating the exclusion of some applicants. So far as possible all applicants from this state meeting our entrance requirements were admitted. The proportion of attendance from within the state is the largest by far that we have had, being $83\frac{1}{3}$ per cent. It is doubtful if it is desirable that the percentage of attendance from outside the state should ever be lower than at present. A college should always offer some opportunity for more than a local acquaintanceship and commingling of its students. An interchange of students between states has genuine educational value not only in widening the sympathies and enlarging the mental horizon, but also in producing betterments and strengthening standards by friendly rivalry.

The previous year was so abnormal that comparisons with it are of little value. Yet it may be noted that the number of students in the courses in agriculture this year shows a marked increase over that of the previous year, indicating a movement of return to the popularity of that course in former years. The registration in the engineering courses is 29 per cent over that of the previous year, and 23.6 per cent over that of the highest previous year in the history of the college. The standing obtained by our engineering courses in the opinion of educators is a matter on which the college may well congratulate itself, and its value to the people of the state is shown by the steadily increasing readiness to avail themselves of its advantages. The applied science course shows an increase of 13 per cent, and the home economics course an increase of 28 per cent, while the new education department is just beginning to attract students. The total number of women students has shown a steady increase throughout a number of years, and the increase over last year is especially gratifying, being 20 per cent.

As a whole, these increases, taxing our present capacity to the utmost limit, are a gratifying indication that the college is meeting a genuine need of the people and that its value in opportunity for training for service to the state is being recognized and utilized in

ever widening degree. Especially is this evidenced in the increase from Providence County over the highest previous year of 31.7 per cent, from Providence itself of 36 2-3 per cent, and from Newport County of 75 per cent, and from Newport city of 17 per cent.

Home Residence of Students

Resident outside of the State: Connecticut 6, Massachusetts 42, New Jersey 3, New York 6; total 57.

Resident in the State by counties and towns: Bristol County—Barrington 2, Bristol 8, Warren 4, total 14; Providence County—Burrillville 2, Central Falls 2, Cranston 5, Cumberland 3, East Providence 18, Lincoln 4, Pawtucket 16, Providence 123, Smithfield 1, Woonsocket 17, total 191; Kent County—Coventry 4, East Greenwich 5, Warwick 4, West Warwick 7, total 20; Newport County—Jamestown 2, Little Compton 3, Middletown 1, Newport 13, New Shoreham 1, Tiverton 1, total 21; Washington County—Hopkinton 5, North Kingstown 3, Richmond 1, South Kingstown 17, Westerly 13, total 39; total attendance from within the State 285.

Schools represented in registration of freshman class: Bristol High 3, Burrillville High 1, Central Falls High 1, Cranston High 4, Cumberland High 3, East Greenwich Academy 1, East Providence High 8, Newport Rogers High 6, North Kingstown High 1, Pawtucket High, 5, Providence Classical High 3, English High 1, Hope Street High 3, La Salle Academy 1, Technical High 44, Moses Brown 1, Warren High 1, West Warwick High 7, Westerly High 4, Woonsocket High 6, Connecticut schools 2, Massachusetts 20, New Hampshire 1, New Jersey 1, New York 4.

Finances

In contrast with the flattering statistics of attendance which we have just been considering, our financial status is far from satisfactory and demands serious attention and prompt remedial measures. The two points deserving careful consideration are, first, that during the year 1919 we have not been able to live within our income, and, secondly, that the needs of the year 1920 are much beyond what we have been receiving from the State. These conditions are the result of a cumulative process of increasing costs throughout five years with a stationary income to meet these costs. The college is now in the condition of a man with a growing family and a stationary income who

has finally exhausted whatever reserve in the way of old clothes and stored up supplies he may have had, while his rent has been increasing and he cannot meet the costs of existence reduced to its lowest terms.

During the last five years the college has reduced its expenditures on all controllable items like apparatus, printing, advertising, improvements in equipment, etc., to the lowest possible limit, using up its reserves in these directions and hoping each year for better conditions in prices. These hopes have not been realized nor are they in prospect for the future.

Let me point out that for the last five years the income from the United States Government for instructional purposes has remained stationary at \$52,500; that the State maintenance fund has likewise remained stationary at \$40,000 with the exception of the year 1919 when we had \$5,000 additional for maintenance; and that the only variable in income has been the current fund. This fund has increased somewhat over 1917, the total amount being \$6,791.99. This difference is almost entirely due to the increase in attendance.

It may be necessary to explain, in connection with the statement comparing 1919 with 1917, that it is quite impossible to make comparisons with the year 1918. That year was entirely abnormal in finances as in everything else. The national government controlled both income and outgo. Even the headings under which we normally classify receipts and expenditures hardly served their usual purpose, and these receipts and expenditures were swollen much beyond any amounts dealt with in other years. In all comparisons, therefore, the year in question has to be omitted. It is only necessary to recall in regard to it two things: (1) that, as was shown in my report of one year ago, some \$22,500 of state funds were absorbed in the work of training men for the national army, and (2) that the net income was enough to cancel an indebtedness of \$1,774.02, and in addition to enable us to commence the year 1919 with a credit balance of \$2,356.02.

Comparison with the Three-Year Average, 1915-17

In order to grasp the effect of the advance of the price scale in 1919, it has seemed well to me to give here a table showing under analytical headings the differences between the averages of expenditures in the years 1915, 1916 and 1917 and the expenditures of 1919.

COMPARATIVE TABLE, SHOWING AVERAGE EXPENSES 1915-1917 AND
EXPENSES 1919, ANALYZED UNDER HEADINGS

	Expense Average 1915-17	1919 Expenses	Difference	
			Less	More
Advertising.....	\$817.65	\$580.55	\$237.10	.....
Apparatus.....	1,610.65	2,304.30	.....	\$693.65
Auto and stable supplies.....	518.07	939.44	.....	421.37
Books and periodicals.....	693.67	726.95	.....	33.28
Commencement.....	342.38	1,394.31	.....	1,051.93
Construction and repairs.....	5,214.95	7,145.86	.....	1,930.91
Dormitories and farm rents....	1,733.96	2,405.20	.....	671.29
Entertainment.....	767.46	195.58	571.88	.....
Feed.....	3,077.34	3,933.95	.....	856.61
Fertilizer.....	568.01	62.58	505.43	.....
Freight and express.....	478.94	810.88	.....	331.94
Fuel.....	10,844.20	12,147.78	.....	1,303.58
Furniture and fixtures.....	394.77	1,877.36	.....	1,482.59
Gasoline and oil.....	924.54	1,606.64	.....	682.10
Janitor supplies.....	108.77	381.16	.....	272.39
Labor.....	15,321.46	22,654.20	.....	7,332.74
Laboratory supplies.....	1,335.87	2,718.48	.....	1,382.61
Live stock.....	92.25	1,338.00	.....	1,245.75
Postage, printing, stationery....	2,910.92	2,198.40	712.52	.....
Salaries.....	59,049.12	68,368.26	.....	9,319.14
Seeds.....	284.28	342.64	.....	58.36
Telephone and telegraph.....	486.04	929.54	.....	443.50
Tools and machinery.....	297.65	989.65	.....	692.00
Travel.....	1,645.45	1,725.28	.....	79.83
Miscellaneous.....	3,031.29	3,277.22	.....	245.93
Electric current.....	.....	498.37	.....	498.37
Refunds.....	167.95	866.81	.....	698.86
	\$112,717.65	\$142,419.44	\$2,026.93	\$31,728.73
				—2,026.93
				\$29,701.80
				or 26%

It will be noted that the total increase in expense for the year 1919 has been 26 per cent over that of the average of the three years previous to 1918. It is worth observing also that the increase in salaries has been 15.8 per cent; while the increase in labor has been 47.8 per cent; and that of commodities purchased has been 34 per cent. It should further be observed that of the \$9,319.14 salary

increase, \$1,543.58 is due to the necessity of paying larger salaries to new men and women than previous incumbents in the same or similar positions had been receiving, and these larger salaries had to be offered in order to induce competent persons to come to us at all. It will therefore be seen that the aggregate increase of salary made to older employees had been \$8,775.56. That is to say that, in the two years 1918 and 1919, remarkable for enormous advances in all the necessities of life, and marked by an increase of 47 per cent to labor at the institution, the salaried personnel of the college have received an increase of not quite 15 per cent.

Even our labor increases do not compare with increases to labor in factory or shop or farms all over the country. As to the increase in material costs, it is incumbent on me to say that the only reason it is not larger is because we have kept down purchases to a degree that means an actual shabbiness in the outfitting of the daily life of the college. This is a subject on which I do not care to enlarge, but our people, students and faculty, feel it and casual visitors remark on it. Unfavorable comparisons are frequently drawn between our facilities and those of landgrant institutions in neighboring states. Farmers reproach us, for instance, because we cannot show the live stock of which other institutions boast, and their reproaches are justified by the facts.

It may be well to take up in detail here some of the comparative items which may be commented upon.

The live stock item shows a very large relative increase. For several years special requests for an appropriation to buy land and stock were made. In 1916-17 a very earnest effort was made to get such appropriation. The yearly funds of the college did not permit of purchases from that source. Hence, the small three-year average of expenditure under the heading of live stock. The rented farm during 1918 and 1919 gave a gain in the farm department of some \$1,500, and the demand both from farmers and from the department itself that this money be turned back into the department in the shape of live stock came with all the force of simple justice. Hence the expenditure of \$1,338 for live stock in 1919. This expenditure should be kept up for several years.

The increase in expenditure under the head of commencement will no doubt cause comment. The description of the commencement occasion as given later under another heading will explain that four different programs covering four days are grouped under

that heading. There were the annual exercises for the graduation class marking the close of the college year. Then there were the exercises commemorating the twenty-fifth anniversary of the founding of the college. In the third place, we held a victory celebration, welcoming back our soldier boys from the war. And finally we arranged a memorial service for those who did not return—our hero dead who gave their lives for their country. I do not believe that any citizen of the State will think the money for these purposes wrongly or carelessly spent.

Such items as apparatus, construction and repairs, furniture and fixtures, laboratory supplies, and tools and machinery, which show considerable increases, in one case over 200 per cent, are due partly to increased prices and partly to the necessity of restocking laboratories and appliances in some degree at least.

Deficit

Under the conditions explained in the foregoing paragraphs it was impossible to continue the work of the college and keep within our income. This was foreseen in October, and a conference was held by a committee of your Board with State officials. The situation was frankly explained, the alternatives being to close the college or to face a deficit. It was recognized by the conferees that the latter was the only reasonable course open to us. Every effort was used to make the deficit as small as possible; nevertheless the amount of the uncovered bills presented to the State Auditor January 7, 1920 was \$9,436.86.

This result is explained as follows:

The receipts for the year were—

1890 Morrill Fund.....	\$50,000.00
1862 Morrill Fund.....	2,500.00
State Maintenance.....	45,000.00
Current Fund.....	31,105.96

In addition were used—

Credit balance from 1918.....	2,356.02
Legitimate items charged to Morrill Fund in treasury for the six months from January to June, 1920.....	2,020.60
	\$132,982.58

The expenditures as per foregoing table were.....	142,419.44
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Leaving the uncovered amount as before stated.....	\$9,436.86
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Requests of the General Assembly

By vote of your Board it was directed that two requests for funds be introduced into the General Assembly, in January, 1920, as follows:

- | | |
|---|-------------|
| I. To increase the maintenance fund by..... | \$40,000.00 |
| II. To add to the amount previously appropriated for building an agricultural and administration building the sum of..... | 45,000.00 |

I. The considerations leading your body to request so large an increase in the maintenance fund were as follows:

a. Increased requirements.

- | | |
|---|-------------|
| (1) In order to fill vacancies in the teaching force, which was gradually diminished from the year 1916-17 (when our student enrollment was nearly as large as at present) to January 1, 1919, it was, in every case, necessary to pay larger salaries than the previous incumbents had received. The present payroll is \$6,084 per month or \$73,008 per year. The salary total for 1919 was \$68,368.26. The difference between the present salary rate \$73,008 and the total of \$68,368.26 will require additional funds for 1920 to the amount of..... | \$4,639.74 |
| (2) To make advances in salaries now paid in accordance with subsequent discussion of salaries at this institution, the sum of will be needed, an advance of 16.4 per cent over the present payroll. | 12,000.00 |
| (3) To fill out teaching needs for the current year, three additional instructors at \$1,500 each are needed, making..... | 4,500.00 |
| Total of increased requirements..... | \$21,139.74 |

b. Decreased resources.

We used in the year 1919 certain sums which are not available in 1920 as follows:

- | | |
|--|-------------|
| (1) Special maintenance fund granted by the State for 1919 only.. | \$5,000.00 |
| (2) Credit balance on hand January 1, 1918, from the military operations of 1918..... | 2,356.02 |
| (3) Amount of bills for 1919 and from the Morrill fund in the treasury properly belonging to the six months from January to June, 1920; said bills being payable from the Morrill fund according to law..... | 2,020.60 |
| (4) Deficit as previously reported..... | 9,436.86 |
| Total decreased resources..... | \$18,813.48 |

The sum of increased needs and decreased resources as stated in the foregoing is \$39,953. 22

The foregoing reasoning assumes:

- | | | |
|-----|--|--------------------------|
| (1) | That it is extremely conservative to estimate the same total of expenditure for labor and material in 1920 as in 1919. That amount was, as shown by the comparative table previously given | \$74,051. 18 |
| (2) | That, in addition to the salary payroll of 1919 the increases of salary named under (a) should be granted, totaling | 68,368. 26
21,139. 74 |

And creating a total expense budget of \$163,559. 18

- | | | |
|-----|---|--------------|
| (3) | That the existing resources for 1920 are as follows: | |
| | Morrill Fund 1890 | \$50,000. 00 |
| | Morrill Fund 1862 | 2,500. 00 |
| | Statutory State Maintenance | 40,000. 00 |
| (4) | And that the receipts of the Current Fund will equal those of said fund in 1919, namely | 31,105. 96 |

Making total receipts \$123,605. 96

And leaving uncovered excess of expenditures over receipts for 1920, as before, of	39,953. 22	\$163,559. 18
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Salaries

As this whole discussion so largely turns upon the matter of salaries, I am giving below (1) some figures tending to show that our professors and teachers have been underpaid for some years back, and (2) that the increase asked for is far from unreasonable under existing economic conditions.

(1) Our salaries are below those of any other college of our class in New England with the exception of the University of Maine, while our living costs, with the exception of rents, are certainly as high as and indeed probably higher than those of the other colleges, since these costs are absolutely governed by the prices prevalent in Providence. While our people are not in the least inclined toward the method of the strike, yet they are seriously discontented with their situation, and some of our best men have made it known that they cannot remain with us unless something is done to increase their income. Should they leave, it would mean that we should have to go into the market of better paid men to bid away from these other institutions the teachers we should need. It is unfair, un-

economic, and inefficient to compel such changes of position in order that men may obtain fair pay for good work. Below is a table showing comparative salaries in our own and similar institutions.

Salary Scale taken from "Statistics of State Universities and State Colleges," published by Bureau of Education, Department of the Interior, Washington, D. C. Issued June, 1918.

State	Professor	Asst. Professor	Instructor
Connecticut.....	\$2,800—\$1,600	\$1,700—\$1,200	\$1,800—\$600
Massachusetts.....	3,600— 2,500	2,500— 1,600	1,600—1,200
Maine.....	2,300— 1,700	1,800— 1,200	1,300— 800
New Hampshire.....	2,600— 1,800	2,000— 1,200	1,600—1,000
Vermont.....	3,000— 2,700	2,300— 1,800	1,800— 800
Rhode Island.....	2,400— 1,800	1,800— 1,500	1,500— 900

It is a well known fact, of course, that these public institutions in New England do not pay the salaries that are paid by privately endowed institutions for similar positions.

(2) The increase asked for is 16 per cent on the present salary scale. Many of our instructors frankly say that they are unable to live on their present stipends. Laborers' wages are in many cases more than what they receive. A flat 16 per cent increase would not bring their salaries to an equality with those now being paid in similar institutions for similar work, and it is to be recollected that all over this land college men are leaving college positions in order to take work in industrial lines. Should our present instructors leave us, it would be difficult to find others to take their places, and the increase in salary that would have to be paid to induce men to come to us would be from 30 to 50 per cent more than we are now paying.

II. The \$45,000 requested as an addition to the building fund is also made necessary by the enormous increase in building costs. When the original need for the building was recognized by the General Assembly, and the first appropriation was made in 1917, the building could then have been constructed with that appropriation, according to plans submitted at that time. As war was declared within a few days after the appropriation was made, it seemed to the Board not in accord with the demands and spirit of the time to proceed with the building. In 1919 it was seen that costs had greatly advanced and that the same plans as before would cost more money to realize in a building. A further appropriation was sought and obtained; the whole amount, with the exception of \$5,000,

to be available in 1920. Now we find that the most careful estimates on the same plans amount to \$150,000. To meet this need the \$45,000 additional is asked. The most conservative opinion on the part of all persons consulted is to the effect that it would be uneconomic to cut down the plans and build a structure that would not meet the present needs of the institution nor be in keeping with the other buildings on the grounds.

Discussion of the need for this building will be found in the report for 1916, where the discussion is elaborated in full detail. The need was fully and frankly recognized in the legislative session of that date. The conditions have not changed in the years that have intervened, except that in the war time those conditions have remained in abeyance. Now, with the opening of the year 1919-20, when students have come to us in numbers never before equaled, when every facility is overburdened, and when we face for 1920-21 a still larger influx of students, the need is accentuated and emphasized. It would be a genuine calamity to young people of our state if the need were not met.

As having a general bearing on this whole discussion of finances, showing that our maintenance request is not in excess of, nor even equal to what other institutions are receiving from their states; showing, further, that our building request will not place us on an equality in building facilities given by their respective states to neighboring landgrant institutions, I am adding certain statistical comparisons taken from a bulletin sent out by the Bureau of Education and giving statistics for 1917-18.

COMPARATIVE STATISTICS

I. There were five landgrant colleges in the United States which in point of student attendance were smaller than Rhode Island. I give them below together with yearly maintenance from the state and from the United States, total yearly income, and total value of their land, buildings and equipment.

State	Population	State Maintenance	Yearly income from U. S.	Total Income	Value of Plant
Connecticut.....	1,254,926	\$95,000	\$78,726	\$359,220	\$1,060,881
Delaware.....	214,270	*	*	*	1,423,129
Maryland.....	1,368,240	101,658	110,658	242,124	820,665
New Mexico.....	416,470	119,606	99,102	257,530	330,000
Nevada.....	108,776	145,034	92,221	274,275	883,155
Rhode Island.....	620,090	40,000	90,582	162,256	485,905

*Not reported.

II. The following landgrant colleges, although their attendance is larger than ours, are comparable because of location:

State	Population	State Maintenance	Yearly Income from U. S.	Total Income	Value of Plant
Maine.....	\$774,914	\$149,202	\$101,702	\$375,129	\$961,326
Massachusetts.....	3,747,564	364,500	79,927	584,632	1,714,943
New Hampshire.....	434,467	59,075	115,574	297,348	647,000
Vermont.....	364,322	67,280	100,063	328,087	1,541,222

III. The following landgrant colleges are receiving state funds far in advance of the amounts received yearly from the United States Government:—

State	State Maintenance	Yearly Income from U. S.	Total Income	Value of Plant
California.....	\$1,979,058	\$119,433	\$3,486,625	\$14,246,784
Illinois.....	2,083,263	160,085	2,825,409	6,896,956
Indiana (Purdue Univ.)..	663,058	140,483	1,204,183	2,340,000
Michigan.....	561,000	138,086	1,004,760	1,616,027
New York (Cornell).....	743,645	333,386	2,759,965	9,694,280

IV. The following are the only states that are not more than duplicating the yearly income received from the United States Government by annual state appropriations. I have added here a column showing how many cents the state is paying for each dollar of Federal money, and another column showing income from endowment funds:—

State	Population	State Maintenance	Yearly Income from U. S.	No. of Cents of State Funds to each Dollar of U. S. Funds	Endowment or other Income than Student Fees, etc.
Alabama.....	2,348,273	\$102,445	\$125,761	.81	\$21,440
Maryland.....	1,368,240	101,658	110,658	.92	6,543
New Hampshire..	443,476	59,075	115,574	.51	39,865
Tennessee.....	2,296,316	110,585	134,536	.82	26,252
Texas.....	4,472,494	.....	173,415	.....	1,231,901
Vermont.....	364,322	67,280	100,063	.67	35,890
Rhode Island.....	620,090	40,000	90,582	.44	2,500

The foregoing tables would indicate that the maintenance appropriation made in Rhode Island is much lower than that made by any other state in the Union in 1917. It will also be noted that, in every case except that of Rhode Island, where the state is not appropriating dollar for dollar for maintenance as compared with United States funds received, the difference is closely if not entirely made up by endowment or other income.

In the case of Texas, the college has received from the state a magnificent endowment from public lands that renders annual state aid unnecessary.

Boarding Rates

The boarding department, along with everything else, gives cause for constant watchfulness. The year started in with an overdraft of \$2,327.29 and closed with a credit balance of \$292.15. During the last two or three months of the year it became clear that the boarding department was losing money again, and the rate was increased to \$5.50 per week to take effect February 10, 1920. On account of the frequent and violent fluctuations in commodity rates it is a question whether it would not be better to have at the end of each three months a reckoning up of the boarding operations of the period and apportion out to each boarder his share of the profit or loss incurred. Our effort is to furnish board as nearly at cost as possible, and such a procedure would seem to enable us to approximate more closely to this ideal.

Acting as Purchasing Agent for College Employees

In this connection it is a question that has arisen in my mind whether, as the salaries in the institution are below those of privately endowed institutions and will remain so in the future, it is not the duty of the college, in connection with the operating of the boarding department, to purchase staples also for the college employees, giving them the benefit of the lower rates which the college is able to obtain and enabling employees to make the money they do obtain go somewhat farther. Such action has been strongly opposed in the past, but it would seem that there is much justification for it at the present time, fully as much, indeed, as there is for buying and selling books for students. I wish that the matter might be given consideration.

Fraternity Houses

It gives me pleasure to report that during the year the Rho Iota Kappa fraternity has purchased the house on the north road built and owned by Professor Boardman. They have remodeled it on the inside somewhat, and now have a very pleasant and comfortable fraternity house. For some years the Theta Chi fraternity has owned a lot in the village, and on it they are now building a large and

handsome new house. It is very encouraging to see these evidences of initiative, enterprise and thrift on the part of our student organizations. These new additions to the general resources of the college as a community will be of very great benefit to the college as a whole, and reflect credit on the fraternities themselves.

Athletics

If the war has taught us any one thing, it is the sacredness of the human body and the necessity of training for its care and development. No college course is wise or effective unless it includes training of this kind. Here at Rhode Island I fear we have not given sufficient attention and time to this phase of our work. Moreover our equipment lacks in many respects the proper appliances and facilities for such work. Of the first importance, however, is the personality of the physical director. And here the difficulty in a small college, in which the duties of the coach in the various games must be performed by the director, is to obtain a man who will interest himself, not only in turning out a winning team, but also in the physical development of all students. The latter is just as important as the former, and is a direct and decisive contributor to the building up of successful teams.

Another matter in this connection is that time, not outside of the daily program, but within it and constituting a legitimate and recognized part of it, should be provided and assigned for athletic sports and exercises. Our faculty has taken this matter up for consideration and will, no doubt, formulate a policy in this connection.

Blanket Tax

The blanket tax is a fee of ten dollars per year collected at the office from each student for the support of athletics, the student publication called the *Beacon*, outside lectures, the glee club, and other student activities. Its administration is carried on by a committee composed of students and faculty. This tax has become insufficient for the support of these enterprises, and the students, recognizing this fact, petitioned your body that this compulsory tax on them be doubled. That some increase in this tax is legitimate and necessary seems well established, and I would recommend that further action on this matter be taken.

Reserve Officers' Training Corps

Shortly after the opening of the year proposals were received from the War Department looking to the re-establishment of the Reserve Officers' Training Corps. Accordingly an infantry unit was arranged for under Captain W. E. Dove, who was reappointed here during the first part of the year. In June, however, the department retired Captain Dove. For two months the position remained vacant and I became quite uneasy. Finally, however, after several "false starts" at making the appointment and after withdrawing one appointee actually announced, ordered here and on the grounds for three days, in deference to the demand of another institution for the said appointee, Captain Alfred S. Knight arrived and took charge of the unit.

A somewhat humiliating disappointment for us lay in the failure of the War Department to carry out its offers with regard to the establishment of a coast artillery unit here. There was much correspondence concerning this matter; two or three successive inspectors visited us and assured us of favorable reports, and subsequent letters from the department so far assured us that we felt warranted in announcing the organization of the unit. Subsequently the department, in reply to a letter making inquiry as to the detail for the unit, informed us that the establishment of the unit could not be carried out.

Credits for War Service Men

The year has been marked by the return to college of some 120 men who served in the army or navy either overseas or in our own country. These men came back greatly matured by their term of service, with a wider outlook on life, frequently with practical experience in the work to which their college courses led, and always with sound and rigorous training in the school of the soldier, in contact with men and affairs, and in the broadening education which travel gives. It seemed to the faculty only fair that these advantages over more immature and inexperienced students should be recognized, and accordingly, it was voted by the faculty that service of a year or more should entitle the returned student to 40 credits, and six months or more to 20 credits, on his course.

Carnegie Life Insurance and State Pensions

Communications from the Carnegie Foundation explaining their life insurance plan for college professors and instructors received careful and extended consideration from our faculty. It was their matured judgment that the plan possessed no advantages over commercial insurance sufficient to offset inherent disadvantages.

In this connection information was asked of the State Commissioner of Public Schools on the question whether members of the faculty of this college are eligible to share in the benefits of the state system of teachers' pensions. The reply was that they were not excluded from its benefits except in so far as the law provides that the term of service entitling the teacher to a pension shall be reckoned from the date of the teacher's state certificate to teach. As none of our faculty holds such certificate, although several of them have worthily served the state for a large part of the term of service stipulated in the law, it is evident that deserving men and women are thereby automatically excluded from benefits which their fellow laborers in common school, high school, and normal school throughout the state enjoy. I would recommend to your body that some method of remedying the situation be devised, in order that the attractiveness of positions at the State College may to that degree be enhanced. In this connection it should be said that our teachers are at a disadvantage as regards state favor in comparison with the professors of Brown University in that they pay taxes on every dollar of property they hold, while Brown professors are exempt up to the value of \$10,000.

Scholarships from Women's Clubs

It is gratifying and encouraging to be able to record that in many ways from time to time the State Federation of Women's Clubs has shown interest in the work of the college and especially in our young women. We are under deep obligations to them for this interest and the exercise of their influence in our favor on more than one occasion. Especially do I desire at this time to acknowledge obligation for the awarding of two scholarships of fifty dollars each for women at this college during the year 1919-20. The recipients were Miss Esther W. Peterson, 1920, and Miss Amy A. Whitford, 1920.

The same acknowledgments are due to the Triangle Club of the State College. These ladies have in many ways been helpful to the

college. As an exemplification of this helpfulness they independently bestowed a scholarship of fifty dollars for the year 1919-20 on Miss N. Doris Kinne, 1922.

Experiment Station and Extension Service

The work of these two important divisions of the college has gone on steadily during the year. Attention should be called to the fact that, as in all other departments, expenses for the year have been here, too, heavier than in former years.

Work in the experiment station cannot be curtailed without throwing away the results of many previous years, because the period of such experiments covers a number of years, and conclusions and deductions cannot be made without the data of the whole period. I note with increasing alarm the steady diminution of the resources of the station. In 1917 the loss in the miscellaneous fund was \$379.84, in 1918 it was \$2,911.80, in 1919 it was \$1,222.21. The total drain, therefore, during the three years on the station miscellaneous fund has been \$4,513.85, and the credit remainder in that fund at the beginning of 1920 is \$957.05. It is evident that this procedure, without remedy from some source, will result in disaster before the end of the year 1920. A modest request for \$4,000 for the purpose of helping these departments was made to the General Assembly in 1919 but was not granted.

It is a pleasure to note the appreciation that the work of these divisions has called forth in the state. Farmers are deeply appreciative of the value of the experiments carried on by the station. Visits to the plots are frequent, and the work is a guide and inspiration to them in their own procedure.

The extension workers are everywhere desired and welcomed. There is between the college force of workers and the county agents and assistants a growing coöperation and cordiality. The boys and girls' club work is remarkably popular and successful. It is perhaps the one feature of college work in which Rhode Island is in the forefront as compared with other states. We are fortunate in being able to secure as successor to Miss Gladys L. Meloche, who resigned in September, 1919, Mrs. Ida S. Harrington, who will commence her work here in January, 1920. She takes the position of state leader in home economics. Mrs. Harrington will be remembered as the very successful state director of home economics under the State Food Administrator in 1917 and 1918.

Alumni Advisory Board

During the troublous times of the recent past the alumni advisory board has been comparatively inactive. Beginning with the year 1920 the board will undertake its helpful labors again. The board for 1919-20 consists of the following members: Harry R. Lewis, 1907; Walter Doll, 1912; Rhobie L. Cargill, 1909; Lucius A. Whipple, 1908; Marguerite W. Elkins, 1913; James R. Esty, 1914.

The Commencement Occasion

As previously pointed out, the Commencement occasion had a four-fold character.

(1) The twenty-fifth anniversary of the foundation of the college occurred in 1917. The entrance into the war made the celebration of the event in that year impossible. The earliest subsequent opportunity to celebrate it came in June, 1919, and the celebration harmonized most happily with the victory celebration which we desired to have all our war heroes attend. Accordingly invitations were sent out to all alumni and former students. The response was most gratifying. Old students registered for the occasion and were entertained by the college. The program of the morning, June 28, was as follows:

Presiding Officer, Professor Harry R. Lewis, 1907.

Greetings by Dr. K. L. Butterfield, former President of the College.

Dr. H. J. Wheeler, former Director of the Experiment Station.

Development of the Landgrant College Idea in Rhode Island,

Miss Lucy C. Tucker, Registrar.

The Story of the College,

Professor George E. Adams, 1894, Dean of Agriculture

The Meaning of the College to its Alumni,

Mr. Lucius A. Whipple, 1908, President of Alumni,

Supt. State Home and School.

The Function of the State College in the Educational System of the State,

Dr. Walter E. Ranger, State Commissioner of Public Schools.

(2) The exercises of the Commencement proper consisted of a Class Day Program, June 28, with a very successful evening presentation of "As You Like It," by the young women of the college; a baccalaureate address on Sunday morning by the writer, entitled

"Seeing Eye to Eye," and the graduating exercises on the Monday morning following. Addresses were given as follows, by Governor Beeckman; by Dr. F. W. MacNair, President Michigan College of Mines; by Dr. Zenas W. Bliss, Tax Commissioner of State of Rhode Island, and by Dr. W. C. Bagley, Professor of Education, Columbia University.

The graduating class numbered thirty-two and in addition, as signalizing the twenty-fifth anniversary, honorary degrees were bestowed on the following persons:

The degree of LL. D. on Judge Clark H. Johnson, former Chief Justice of the State Supreme Court.

The degree of Sc. D. on—

President F. W. MacNair, President of Michigan College of Mines.

Professor W. H. Kenerson, Professor of Mechanical Engineering, Brown University.

Hon. Zenas W. Bliss, State Tax Commissioner of Rhode Island.

The degree of D. Education on—

Professor W. C. Bagley, Professor of Education, Columbia University.

Professor Frank E. Thompson, Principal, Rogers High School, Newport.

(3) In welcome to the army and navy men returning from the war to the Alma Mater whom their deeds so gloriously honored, and devoutly, thankfully and joyously to signalize our nation's victory, a victory celebration was held on Monday afternoon, at which Admiral Sims was the chief speaker. Other speakers on the program were three of our own men; one a private, one a lieutenant, and one a captain, who had all seen hard service at the front, two of them having been seriously wounded. They were Carl E. Fritz, Canadian Siege Battery; Franklin H. Springer, Lieutenant, 165th U. S. Infantry; and Alphonse A. LeBoeuf, Captain, U. S. Marine Corps.

(4) In commemoration of our honored dead who made the supreme sacrifice for their country a simple yet most beautiful and touching memorial service was held on Sunday afternoon. The speaker of the occasion was Rev. F. A. MacDonald of Westerly, himself a war veteran. The soloist, Miss Bessie E. Birch, sang "In Flanders Field," to music arranged by Dr. Jules Jordan espec-

ially for the occasion. After the address a curtain on the platform was drawn aside, revealing an altar over which hovered a cast of the Winged Victory and which was guarded by two soldiers and a sailor. Up to the altar in slow and solemn procession moved twenty-three white-clad maidens, each bearing a wreath of laurel. As each one reached the altar, she placed on it her wreath, and, speaking quite clearly and distinctly, pronounced the name of the dead hero she commemorated along with the formula, "In loving memory of. who died to defend his country, the college places on her altar this wreath, symbol of victory and undying remembrance." After this ceremony taps were blown by two buglers. The effectiveness of the simple ceremony was almost too intense. The solemn repetition of the formula, varied only by the name of the dead, was cumulative like the tolling at night of some deep-toned bell. The exercise concluded with the singing of "Sleep, Comrades, Sleep," by the congregation.

All of which is respectfully submitted.

HOWARD EDWARDS,
President.

REPORT OF RHODE ISLAND STATE COLLEGE TO BUREAU OF EDUCATION, DEPARTMENT OF THE INTERIOR, FOR YEAR ENDING JUNE 30, 1920
Receipts for the Year 1919-1920

From State of Rhode Island—

For maintenance.....	\$75,000.00	
For building (additional).....	5,000.00	
For paying deficit for 1919.....	9,436.86	
To match Smith-Lever fund.....	1,491.87	
		<hr/> \$130,928.73

From United States Government—

Interest on landgrant funds, 1862.....	\$2,500.00	
From Morrill-Nelson funds.....	\$50,000.00	
From Hatch-Adams funds.....	30,000.00	
From Smith-Lever funds.....	11,491.87	
		<hr/> 93,991.87

From student fees and other sources—

For tuition and fees.....	\$8,234.59	
For board and lodging.....	81,589.77	
For miscellaneous purposes.....	676.75	
For departmental earnings.....	16,880.66	
For experiment station earnings.....	6,288.10	
		<hr/> 113,669.87

Total income for year..... \$538,590.47

Teaching Staff and Students

Professors and instructors, 43 men, 13 women.

Students—Graduate, 4 men, 1 woman; undergraduates: agriculture, 50 men; mechanic arts and engineering, 183 men; home economics, 53 women; other divisions, 35 men, 4 women; unclassified, 2 men, 1 woman; short courses, 10 men; total 284 men, 59 women. Enrolled for military instruction, 189 men.

Valuation of Plant

Bound volumes in library, 22,700; pamphlets, 5,000; value of books and pamphlets, \$40,712.76. Value of scientific apparatus, machinery and furniture, \$106,000. Value of live stock, \$6,000. Value of land, \$15,000. Value of buildings, \$325,000. Total value of property, \$492,612.76. Acres in farm and grounds, 169; acres under cultivation, 60 owned by college, 80 leased.

Degrees Conferred

First degrees—Civil engineering, 5; electrical engineering, 5; mechanical engineering, 8; chemical engineering, 4; applied science, 7; home economics, 9; agriculture, 14; total, 52. Advanced degrees, 2. Honorary degrees, 2.

Advance and Progress

Courses in education strengthened. Coöperative agreement with Rhode Island College of Education. New building under construction for agriculture and administration.



Rehabilitation Students, Ex-Service Men, at the School of Design.

REPORT

OF THE

RHODE ISLAND SCHOOL OF DESIGN

FOR THE

YEAR ENDING JUNE 30

1920

RHODE ISLAND SCHOOL OF DESIGN

OFFICERS OF THE CORPORATION

1919-1920

MRS. GUSTAV RADEKE.....	<i>President</i>
THEODORE FRANCIS GREEN.....	<i>Vice-President</i>
G. ALDER BLUMER, M. D.....	<i>Secretary</i>
STEPHEN O. METCALF.....	<i>Treasurer</i>

TRUSTEES

Ex Officiis

HIS EXCELLENCY GOVERNOR R. LIVINGSTON BEECKMAN
HONORABLE E. CHARLES FRANCIS, OF THE STATE BOARD OF EDUCATION
HONORABLE FREDERICK RUECKERT, OF THE STATE BOARD OF EDUCATION
HONORABLE WALTER E. RANGER, COMMISSIONER OF EDUCATION
STEPHEN O. METCALF, TREASURER OF RHODE ISLAND SCHOOL OF DESIGN
ISAAC O. WINSLOW, SUPERINTENDENT OF PUBLIC SCHOOLS OF PROVIDENCE
HONORABLE JOSEPH H. GAINER, MAYOR OF PROVIDENCE
REV. WILLIAM H. P. FAUNCE, PRESIDENT OF BROWN UNIVERSITY
PROFESSOR JOHN FRANCIS GREENE, OF BROWN UNIVERSITY
WILLIAM E. FOSTER, LIBRARIAN, PROVIDENCE PUBLIC LIBRARY

1920-1926	WILLIAM T. ALDRICH	HENRY D. SHARPE
1919-1925	MRS. GUSTAV RADEKE	JESSE H. METCALF
1918-1924	HOWARD L. CLARK	THEODORE FRANCIS GREEN
1917-1923	MISS LIDA SHAW KING	G. ALDER BLUMER, M. D.
1916-1922	HOWARD HOPPIN	HARALD W. OSTBY
1915-1921	WILLIAM T. HODGMAN	SYDNEY R. BURLEIGH

COMMITTEES OF THE CORPORATION

Executive Committee.—MRS. GUSTAV RADEKE, *ex officio*; HOWARD HOPPIN
WILLIAM CAREY POLAND, THEODORE FRANCIS GREEN, HON. WALTER E. RANGER,
ALBERT D. MEAD.

Museum Committee.—MRS. GUSTAV RADEKE, *ex officio*; SYDNEY R. BURLEIGH, HOWARD L. CLARK, WILLIAM T. ALDRICH, WILLIAM C. LORING, HOUGHTON P. METCALF, L. EARLE ROWE, *Secretdry*.

Library Committee.—MRS. GUSTAV RADEKE, *ex officio*; MRS. JESSE H. METCALF, L. EARLE ROWE, GEORGE P. WINSHIP, ROGER GILMAN.

Finance Committee.—MRS. GUSTAV RADEKE, *ex officio*; HENRY D. SHARPE, STEPHEN O. METCALF, JAMES RICHARDSON.

Nominating Committee.—G. ALDER BLUMER, M. D.; STEPHEN O. METCALF, WILLIAM L. HODGMAN, JOHN O. AMES, WEBSTER KNIGHT.

Auditing Committee.—PRESTON H. GARDNER, EDWARD ABORN GREENE.

VISITING COMMITTEES FOR 1919-1920

Department of Freehand Drawing and Painting.—SYDNEY R. BURLEIGH, H. ANTHONY DYER, MRS. EVERITTE S. CHAFFEE, MISS HOPE SMITH.

Department of Decorative Design.—RALPH LEETE FOSTER, F. W. ALDRED, MISS AVIS H. DANFORTH, MRS. WILLIAM H. REYNOLDS.

Department of Modeling.—MISS ELLEN D. SHARPE, J. HOWARD ADAMS.

Department of Architecture.—PRESCOTT O. CLARKE, F. ELLIS JACKSON, NORMAN M. ISHAM, JOHN H. CADY.

Department of Mechanical Design.—R. AUSTIN ROBERTSON, HENRY D. SHARPE, JOHN G. ALDRICH, L. D. BURLINGAME, A. J. THORNLEY.

Department of Textile Design.—JESSE H. METCALF, CHARLES SISSON, FREDERIC L. JENCKES, JAMES R. MACCOLL, HENRY LIPPITT, CHARLES R. MAKEPEACE. E. J. LOWNES.

Department of Jewelry and Silversmithing.—HARALD W. OSTBY, HARRY CUTLER, GEORGE H. HOLMES, THEODORE W. FOSTER, J. E. STRAKER, HENRY WOLCOTT, *ex officio*.

Saturday Classes.—MRS. STEPHEN M. PITMAN, MISS MARIE S. STILLMAN, JOHN H. MASON.

OFFICERS OF ADMINISTRATION AND INSTRUCTION

L. EARLE ROWE, A. M.	<i>Director</i>
ROGER GILMAN, A. B.	<i>Dean</i>
LENA M. DANFORTH.	<i>Registrar</i>
MARY SHAKESPEARE PUECH.	<i>Librarian</i>
SYBIL A. FOWLER.	<i>Museum Attendant</i>
CHARLES M. PARKER.	<i>Superintendent of Buildings</i>

FACULTY

DEPARTMENT I—DRAWING AND PAINTING

HOWARD E. SMITH. Art Students' League. School of Museum of Fine Arts, Boston. Pupil of Howard Pyle. Studied two years in Europe on Paige traveling scholarship.

DEPARTMENT II—DECORATIVE DESIGN

WILLIAM E. BRIGHAM. Rhode Island School of Design. Pupil of Denman W. Ross.

DEPARTMENT III—MODELING

ALBERT HENRY ATKINS. Cowles Art School, Boston; Academie Julien, and Colarosi.

DEPARTMENT IV—ARCHITECTURE

NORMAN MORRISON ISHAM, A. M., F. A. I. A. Brown University. Architect.

DEPARTMENT V—MECHANICAL DESIGN

JOHN AUGUSTUS TAUDVIN. Rhode Island School of Design.

DEPARTMENT VI—TEXTILE DESIGN

*HOWARD FULLER. Philadelphia Textile School.

DEPARTMENTS VII AND VIII—Jewelry and Silversmithing. Normal Art and Saturday Classes.

AUGUSTUS FOSTER ROSE. Massachusetts Normal Art School. Royal College of Art, London.

LECTURERS AND INSTRUCTORS

OSCAR ALLEBAUGH. Gorham Manufacturing Co. Department VII.

THOMAS A. ARMSTRONG. Crown Worsted Mills. Department VI.

CHARLES S. BARNINGHAM. New England Butt Co. Department V.

COLIN D. BARRETT. Yale School of Fine Arts; Gorham Mfg. Co. Department VII.

ALBERT E. BELL. New England Butt Co. Department V.

FRANCES S. BURNHAM. Rhode Island School of Design. Saturday Class.

ANTONIO CIRINO, B. S. Teachers' College, Columbia University. Departments I, II, VII, VIII.

ANNIE C. CLARK, Ph. B. Brown University. Departments IV, V, VI, VII.

J. ANDREW CLARK, B. S. Rhode Island State College. Department VI.

HELEN E. CLEAVES. Assistant Director of Manual Arts, Boston. Teachers' Class (Saturday).

S. S. COLVIN, Ph. D. Professor of Educational Psychology, Brown University. Department VIII.

*Leave of absence. Died January, 1920.

- MARY B. W. COXE. Art Students' League of New York. Pupil of Kenyon Cox, William M. Chase. Studied in France and Italy. Departments I, II, IV, VIII.
- ELLEN A. DAY. Brown University. Re-education Class.
- JOHN C. DINSMORE. Hope Webbing Co. Department VI.
- A. J. DOBBINS. National & Providence Worsted Co. Department VI.
- HERBERT G. DOBSON. Atlantic Mills. Department VI.
- CHESTER L. DODGE. Rhode Island School of Design. Department II.
- WILLIAM N. DONALDSON. Rhode Island School of Design. American Silk Spinning Co. Department VI.
- RICHARD O. DUMMER, A. M., Ph. B. Brown University. Department VI.
- WILFRED I. DUPHINEY. Rhode Island School of Design. Departments I, II, VIII.
- WILLIAM D. FALES. Rhode Island School of Design. Department VI.
- B. B. FERNALD, M. S. U. S. Finishing Co. Department VI.
- ALMA C. FIELD. Rhode Island School of Design. Teachers' Class (Saturday).
- WILHELMINA B. FORRIST. Rhode Island School of Design. Departments IV, V, VI, VII.
- ETHEL A. FRANKLIN. Rhode Island School of Design. Saturday Class.
- ELIZA D. GARDINER. Rhode Island School of Design. Departments I, II, VII, VIII.
- RALPH T. GAUCH. Rhode Island School of Design. Department VI.
- HAROLD F. GIBLING, S. B. Brown University. Jenckes Spinning Co. Department V.
- HOPE GLADDING. Rhode Island School of Design. Pennsylvania Academy of Fine Arts. Saturday Class.
- ALICE C. GLEESON. Brown University. Re-education Class.
- RUDOLPH E. GRIFFIN. Technical High School. Brown University. Department V, Saturday Class.
- EDMUND A. GURRY. Rhode Island School of Design. Pupil of Denman W. Ross. Departments I, II, IV, VI, VII and VIII.
- WILLIAM A. HEATH. D. W. Watkins Co. Department VII.
- ARTHUR W. HEINTZELMAN. R. I. School of Design. Studied in Europe. Departments I, II, IV, VIII.
- HARRISON B. HILL, A. B. Brown University. Saturday Class.
- PHILIP J. HOLTON, JR. Rhode Island School of Design. Department V.
- JOHN S. HUMPHREYS. Associate Professor of Architecture, Harvard University. Department IV.
- NANCY C. JONES. Rhode Island School of Design. Departments I, II, VII, VIII and Saturday Class.
- JOHN B. KEILY, S. B. Brown University. Maintenance Bridge Engineer. Department V.
- ELIZABETH S. KENT. Rhode Island School of Design. Saturday Class.
- HAZEL G. KENYON. Rhode Island School of Design. Saturday Class.
- FREDERIC R. KNEIP. Gem Engraver, Lapidist and Gem Expert. Department VII.
- RAYMOND W. KNOX. Rhode Island School of Design. Re-education Class.
- EDNA M. MARTIN. Rhode Island School of Design. Saturday Class.
- M. D. MASON. R. I. School of Design. Architect. Department IV.

- F. E. MASSELIN. Modeler. Department VII.
 FLORENCE J. MAYER. Rhode Island School of Design. Saturday Class.
 JACOB C. MILLARD, M. E. Brown University. Rhode Island Co. Department V.
 JOSEPH M. MOSHER. W. F. Fontaine, Architect. Department IV.
 W. C. MUSTARD. Stone, Carpenter & Sheldon, Architects. Department IV.
 JAMES F. O'ROURKE. Rhode Island School of Design. Department VI.
 LUIGI PALIZZA. Franklin Process Co. Department VI.
 WALLACE C. PARSONS. Brown & Sharpe Mfg. Co. Department V.
 A. F. PEARSON. Lincoln Machine Co. Department V.
 STANLEY A. PRICE. Rhode Island School of Design. Saturday Class.
 ALICE R. READ. Rhode Island School of Design. Department I.
 DONALD S. REED. Rhode Island School of Design. Department V.
 ELLEN L. ROBERTS. Rhode Island School of Design. Saturday Class.
 FRANK M. ROBITAILLE. A. C. Stone Co. Department VII.
 C. GRAHAM ROSS. Brown & Sharpe Mfg. Co. Department V.
 EMIL SCHWEITZER. Ostby & Barton Co. Department VII.
 JOHN SKALKO. Union Wadding Co. Department VI.
 CLAYTON B. SMITH. Rhode Island School of Design. Department V.
 WILLIAM STEPHEN. Glasgow School of Art, Glasgow, Scotland. Engraver. Department VII.
 JOSEPH T. TAUDVIN. R. I. School of Design. N. E. Butt Co. Department V.
 MATTHEW TODD. Eastern Bolt & Nut Co. Department V.
 STACY TOLMAN. Boston Museum of Fine Arts; Academie Julien; Ecole des Beaux Arts, Paris. Departments I, II, VIII.
 Z. B. TUCKER. Brown & Sharpe Mfg. Co. Department V.
 B. R. WALDRON. American Screw Co. Department V.
 WILLIAM WEIGLE. R. I. School of Design. George W. Dover, Inc.. Department V.
 HAZEL WHEELER. Rhode Island School of Design. Saturday Class.
 GEORGE WHITWAM. New England Butt Co. Department V.
 EMILIE WILDPRETT, Ph. B. Brown University. R. I. School of Design. Department IV.
 HARVEY L. WILSON. Technical High School. Department V.
 MABEL M. WOODWARD. Rhode Island School of Design. Departments I, II, VIII.

ADMINISTRATION ASSISTANTS

CELIA H. HERSEY, B. A.	<i>Museum Assistant</i>
MARY E. GARTLAND.	<i>Office Assistant</i>
RUBY H. DUFFEE.	<i>Office Assistant</i>
BETTY P. BUFFINGTON.	<i>Office Assistant</i>
KATHERINE HAYWARD.	<i>Office Assistant</i>
MARY H. BALCH.	<i>Library Assistant</i>

RHODE ISLAND SCHOOL OF DESIGN

Rhode Island School of Design was incorporated April 5, 1877, and was formally opened the following year. In 1882 the General Assembly first made provision for free state scholarships at the School of Design, appointments to be made by the State Board of Education. From time to time the annual appropriation for free state scholarships has been increased until in 1920 \$12,000 is available. In addition \$3,000 is appropriated annually for maintenance pursuant to a revision of the charter providing for state participation in the management and control. Two members of the State Board of Education and the Commissioner of Education serve as members of the Board of Trustees. The General Assembly has encouraged and promoted the development of a textile department at the School of Design through an annual appropriation of \$5,000, which was made \$10,000 annually when the School of Design provided a building for the textile department. The relations of the School of Design with the State have been harmonious, and a fine spirit of coöperation developed between the State Board of Education and Board of Trustees has assisted in carrying forward a progressive program for vocational education.

The broad principles stated in its constitution well express the character of the work undertaken by the corporation and instructors. These purposes are: *First.* The instruction of artisans in drawing, painting, modeling and designing, that they may successfully apply the principles of art to the requirements of trade and manufactures. *Second.* The systematic training of students in the practice of art, that they may understand its principles, give instruction to others, or become artists. *Third.* The general advancement of art education by the exhibition of works of art and art studies, and by lectures on art. In the administration of the school all these purposes are treated as of equal importance.

The gradual and healthy development of the school to its present position in connection with the artistic and industrial development of the state is evidence of the sound basis upon which it was founded.

During its forty-three years existence, no essential change has been found necessary in the aims originally proposed by the founders of the school, although various courses of study have been extended or broadened, and new courses have been added to meet the requirements of educational advancement or to strengthen the quality of students' work.

The school awards its diploma for the satisfactory completion of its regular courses in drawing, painting, modeling and architecture, interior decoration, in decorative, mechanical and textile design and textile chemistry, jewelry and silversmithing, and in normal art, and also affords opportunity for the special study of drawing and design by any person competent to enter its day or evening classes. The museum of fine and industrial arts is open to the public daily throughout the year, with the exception of Thanksgiving Day, Christmas Day and the Fourth of July.

Buildings—The Rhode Island School of Design has 137,786 square feet of floor space devoted to the work of its school and museum. The main building, located on Waterman Street, contains the museum, the offices of administration, the library, rooms for the departments of drawing, decorative design, and architecture, and a students' social room. Memorial Hall, on Benefit Street, contains rooms for the department of sculpture, and other classrooms. In addition, this building has a large hall seating 800 people. The Mechanical building in the rear of 20 Market Square is occupied by classrooms of the mechanical department and the machine shop. The Jesse Metcalf Memorial Building on North Main street contains the department of textile design and the laboratories of textile chemistry and dyeing. The jewelry building on North Main street, extending almost to the corner of Waterman Street, contains the departments of jewelry and silversmithing, and normal art. It is of reinforced concrete, four stories high, with a total floor area of 19,700 square feet, most carefully designed in every way for its purpose. The machinery equipment is entirely new, chosen for its practical value, and presented by the New England Manufacturing Jewelers and Silversmiths Association and other friends.

Museum—The Museum consists of eight galleries, three of which contain oil and water-color paintings, and engravings; two contain a large collection of casts of the masterpieces of classic and Renaissance sculpture; one contains a fine collection of autotypes illustrating the

history of painting; one is devoted to collections of Japanese pottery, metal work, lacquer, and textiles; one contains a collection of Greek vases and peasant pottery. The Colonial House forms a continuation of these galleries, and contains the Pendleton collection of antique furniture, china, textiles, and paintings. One of the rooms of this house contains a collection of paintings, china, glass, and silver.

In addition to the permanent collection in the Museum 418 special loan exhibitions have been shown in the galleries since the school occupied the new building on Waterman street. These exhibitions have given the people of Rhode Island an opportunity to see representative collections of painting and sculpture by many American artists. Eleven large loan exhibitions of paintings by great French and Dutch artists have been held, and architectural work has also been shown.

For the use of students, exhibitions of the work done in the leading art schools, and exhibitions of drawings in line and color, have been held from time to time. Owners of etchings and engravings have made possible exhibitions of these beautiful arts. In the industrial arts there have been arts and crafts exhibitions, an international exhibition of posters, and exhibitions of furniture, of metal work and jewelry, of medieval and modern textiles and embroideries, of Persian ceramics, textiles and miniature paintings, of Japanese stencils and prints, of book-plates, of pottery, carvings and of coins.

During the past nine years there have been special talks in the galleries on each Sunday from December first to April first. These talks, given by men and women having thorough familiarity with their subjects, have been most successful in making the contents of the museum interesting to the public, each collection and each important exhibition having been the theme of a talk. An increasing number of groups from the public schools and from women's clubs have visited the museum and benefited by the regular week-day guidance in the galleries. This work has been facilitated through a definite schedule of appointments with all of the leading grammar schools in the city. Story hours for children to interest them in art and its original setting, interpreting the meaning of the collections in the museum and library, are held on occasional Saturday mornings. The number of visitors registered during the past year was 75,845.

Library—The Library of the school contains 4,210 volumes and 16,420 mounted photographs and reproductions. It is in charge of a

trained librarian, and is open during school hours, when both the day and evening students of all departments are encouraged to make thorough use of its carefully selected contents. The public is welcome, and the reproductions may be borrowed by lecturers, teachers, or study clubs. The attendance from June, 1919, to June, 1920, was 7,597. Forty-four current periodicals are taken, including, besides the usual art publications, the best monthly magazines, to foster the student's interest in general topics. On the walls of the library are hung, from time to time, photographs and prints illustrating various artistic activities; in short, the library is, as it should be, the center of the intellectual life of the school.

The Rhode Island School of Design publishes a year book and an illustrated quarterly Bulletin. The aim of such a publication is to acquaint the general public with the current activities of the school and the museum, and the general advance of art interests in the state.

Courses of Instruction—The School of Design offers diplomas in eight departments: the departments of freehand drawing and painting, decorative design, modeling and sculpture, architecture, mechanical design, textile design and textile chemistry, jewelry design and silversmithing, and normal art. One in interior decoration is also offered. Students in the day courses are expected to do a certain amount of reading and study. By this means a keen intellectual appreciation of the work is fostered, and a desirable breadth of view, obtainable in no other way.

All courses of study must be approved by the faculty. Records of class work are carefully kept, and each student is credited with all work satisfactorily performed. Special students are admitted to classes upon presentation of evidence of their fitness. Any student in good standing, when leaving the school, may, upon application to the faculty, receive a certificate showing the amount of work performed.

Scholarships—Since 1882 the State of Rhode Island has made an appropriation for the school, and the state has since made additional appropriations to be used in scholarships to be paid at the scheduled rates of tuition. The state scholarships are for all regular classes except the Saturday classes, and are intended to assist students who are not able to pay for school training. Application for the state scholarships must be made to the State Commissioner of Education, at the State House.

The city of Providence also offers free scholarships. Other scholarships are offered as follows: By the Providence Art Club, an honorary scholarship of \$100, which is given each year to the undergraduate student showing the greatest ability and promise in drawing and painting; by the Trustees a postgraduate scholarship, for fidelity and ability; two scholarships from the William C. Benedict scholarship fund; the Walter F. Chassey memorial scholarship for undergraduates in the department of freehand drawing and painting; two Saturday morning scholarships in memory of Jennie Blachford LeGarde for pupils of the schools of Cranston; one evening life class scholarship, given by Stephen O. Metcalf; twelve scholarships, children's class, given by Mrs. Radeke; by the New England Manufacturing Jewelers and Silversmiths Association, an evening scholarship to the student in the department of jewelry and silversmithing making the most progress during the year; by the State Federation of Women's Clubs, a day scholarship; by the Providence Fortnightly Club, a scholarship in the Saturday classes; by the Providence Ceramic Club, a scholarship in the Saturday classes; by the Southern New England Textile Club, a day scholarship in the textile department; by the Retail Furniture Association of Rhode Island, a day scholarship for the students in the department of interior decoration, also two evening scholarships for the school at large; by the Rotary Club of Providence, an evening scholarship.

Prizes—The following money prizes of \$25.00 each have been established for the department of freehand drawing and painting: The Lyra Brown Prize, the Ives Prize, two Beeckman Prizes, the Colt Prize, and the Augustus Hoppin Prize. The New England Manufacturing Jewelers and Silversmiths Association offers a bronze medal to the student doing the best work in each of the following lines of study: Jewelry design, jewelry making, silversmithing, silverware design, and stone cutting. The Utopian Club of Providence offers annually a bronze medal to the student doing the most meritorious work during the year in the jewelry department. Herpers Brothers, Newark, N. J., offer an annual medal to the student showing the greatest improvement during the year in the jewelry department. The students of the evening classes offer a bronze medal to the best student in each of the evening classes of the school.

Rehabilitation Courses—In the early part of 1919, the Rhode Island School of Design was asked by the Federal Board for Vocational

Education to take part in the rehabilitation of men disabled in the war. This the school decided to do, but in order to carry on this work it was necessary to make several changes, to add to equipment in various ways, and to appoint a number of new teachers to assist in the work. The first man registered on March 25, 1919, and since that time 178 have reported to take up the different courses as follows: Mechanical 83, jewelry 60, textile 21, commercial art 4, crude oil burning 2, interior decoration 2, sign painting 1, embroidery 1, and architectural drafting 4. The nature of this work is quite different from the regular courses offered, as it requires a great deal of individual instruction. It was also necessary to form a class known as the three R's, giving elementary instruction in reading, writing, and arithmetic. Although a few of the men have not been adapted to the work, most of them have pursued their courses with profit, and have shown a great deal of progress.

REPORT OF BOARD OF TRUSTEES

The report of the forty-third year of the institution not only discusses the progress which has been made, but also shows the lines of probable expansion. Many problems have arisen during the year, due to the peculiar conditions of the times affecting the educational program of our country, especially in the field of art, fine and applied. The trustees feel in consequence that the Rhode Island School of Design has before it steady progress in the direction of still greater service, expansion of influence, and possibilities of growth which far exceed anything which has yet been done. Our accommodations are in many classes filled to capacity, our equipment is put to full use and all opportunities of state and city scholarships are eagerly accepted by ambitious young men and women.

The tremendous industrial activity during and since the war, the high wages, the demand for trained services, have created great interest in subjects of art training related to trade and manufacture. All far-seeing citizens must necessarily deery this, if it means at the same time less interest in or emphasis on the study and practice of the fine arts. The broad principles on which the School of Design was founded are elastic enough to satisfy both demands. Just at present the drift of interest is away from the fine arts, both at the School of Design and in general throughout the country. While all schools equipped for the service welcome every opportunity to be of service to trade and industry, they must at the same time offer all encouragement towards the fine arts courses. For now, if ever, America needs greater appreciation of art and beauty, and we can only hope that the fine arts will flourish as they merit.

The statistics of the year show how much has been accomplished in teaching and influence. The total registration amounted to 1,782. The figure, which far exceeds that of any previous year, is greatly helped by the interesting development of the rehabilitation work, which will be discussed later.

The registration by department is as follows:—

	Day and Evening
Freehand drawing and painting.....	146
Decorative design.....	74
Modeling.....	12
Architecture.....	110
Mechanical design and shop work.....	439
Textile design and chemistry.....	263
Jewelry and silversmithing.....	129
Normal art.....	8
Total.....	1,181
Saturday classes:	
Children.....	251
Teachers.....	20
Apprentice.....	21
Special classes:	
Boys from Point street grammar school.....	48
Rehabilitation.....	182
Vocational students.....	79
Grand total.....	1,782

Registration of this size has meant increased pressure on the administration, a larger teaching staff, a demand for larger classroom accommodations, and greater equipment.

As in previous years the School of Design has received the cordial support of the state and city in the matter of scholarships, which have been given to those who otherwise might not find it possible to study at the School of Design. During the past year the state gave 762 free scholarships, and the city gave 94. A small amount was received for vocational work under the Federal Vocational Education Act, and from the state appropriation for industrial education.

Other scholarships given were received from:—B. A. Ballou & Co., Inc., Bassett Jewelry Company, Federal Hill House Association, D. Goff & Sons, Pawtucket, Gorham Manufacturing Company, William C. Greene Company, Jennie Blachford LeGarde, J. H. Metcalf, Ceramic Club, Ostby & Barton Company, Pennsylvania Textile Company, Providence Art Club, Providence Fortnightly Club, Mrs. Gustav Radeke, Rhode Island State Federation of Women's Clubs, Henry D. Sharpe, Southern New England Textile

Club, Wolcott Manufacturing Company, Young Men's Christian Association.

Several new scholarships were started this year, including one from the Retail Furniture Dealers Association of Rhode Island, and another from the Gorham Manufacturing Company. The additional appropriation of \$2,000 for state scholarships, given by the State of Rhode Island this year, will prove to be a decided help. This is especially welcome in view of the increasing number of students who have been unable to obtain this assistance and have consequently foregone their training. The Trustees' postgraduate, the W. F. Chassey memorial, and the two W. C. Benedict scholarships were also awarded.

The School of Design, realizing the pressure being brought to bear upon the teaching and administrative staff by present economic conditions, including the high cost of living, has deemed it wise to grant general increases in salary to most of its working staff. These raises are a feature of the reappointments for next year, but were dated back to the beginning of the second term, which has just ended.

This tax upon the finances of the institution, coupled with the very great increase in cost of equipment and supplies, as well as general increase of operation expenses, have caused the executive committee to decide upon an increase of tuition fees in the school, raising them \$10 in the day classes (from \$80 to \$90), and in the evening \$2 (from \$18 to \$20). The Trustees feel that this change is fully justified in view of the facts just noted.

One feature of the year's work is the large increase in the body of rehabilitation students. Last year at this time there were nine registered, for the School of Design had just begun this work. The number during the year was 182, divided as follows in several departments: jewelry 64, mechanical 85, textile 21, interior decoration and architecture 6 and decorative design 6.

The Federal Board for Vocational Education has expressed its approval of our work and has loaned to the School of Design the equipment of the entire new machine shop now temporarily installed, and used exclusively by the rehabilitation classes. The quality of the work done, the enthusiasm, earnestness and serious purpose of most of the rehabilitation students are such as to make the School of Design rejoice that it could bring its advantages to them, and count them among its students.

The desirability of giving these men training without long interruption has led the School of Design to arrange for a thirteen weeks summer school to run continuously, except for the month of August. The advantage of summer work has also been accepted by a number of regular students in the mechanical department, who can therefore finish up their course much quicker. This was tried with success last summer.

The year has seen several changes in the teaching staff. Last year Mr. W. C. Loring gave up his work as teacher. This necessitated a complete change in the staff of the freehand drawing and painting department. This year we have had the benefit of the services of Mr. Howard E. Smith and Miss Mary B. W. Coxe in that department. Next year other adjustments will be necessary, for Mr. A. W. Heintzelman has asked for and has been granted a year's leave of absence. In January Mr. Howard Fuller, head of the textile department, died suddenly. The work of the department has been carried on for the balance of the year by others pending a decision as to Mr. Fuller's successor.

There has been some slackening of interest in the vocational classes, largely due to post-war conditions, but it should be noted that the Saturday part-time continuation mechanical apprenticeship class has been eminently successful.

The year has marked another step in advance of the School of Design. Work has progressed favorably on the architectural plans for new buildings, which in their present development have been on view in the autotype room. They are now in a tentative form, but show the great amount of study which has already been done to create a practical scheme of building expansion which shall be fine architecturally and be particularly fitted to the complex needs of the School of Design. During the year the new jewelry building has been gradually assuming shape, despite strikes, fire, transportation delays, etc. For its equipment with new machinery the New England Manufacturing Jewelers and Silversmiths Association has raised a fund of \$15,000.

At the graduation exercises on Wednesday, June 26, the following diplomas, certificates and prizes were awarded: Diplomas: Department of freehand drawing and painting, Harold Allen Colvin, Elna Philippa Hultman, Edna Winifred Lawrence; department of decorative design, Mary Sherman Hammett, Madeline Mayo Nickerson, Mary Alvira Rex; department of architecture, Donald Stenson

Reed; department of architecture, interior decoration course, Elizabeth P. Guiney; department of mechanical design, Walter Valentine Brown, Nathaniel Aaron Fellman, Easton H. Hazard, Irving S. Hazard, Elvin George Hendrick, John Earl Knox, Oscar R. Lagerstrom, J. O. Erland Lundberg, George Howard McMullen, Brayton Rounds; department of textile design, Leo John Chevalier, Byron Alvah Coulters, Harold Patrick Mara, Howard Crowell McKenna, Wilfred Renaud, Charles Crapon Rines, Roger Stukely Westcott; department of textile design, textile chemistry course, Chester A. Baker, Arthur Veevers; department of jewelry and silversmithing, Vivian May Howland; department of normal art, Helen Marguerita Belisle, Helen Richardson Edwards, Edith Mabel Williston. Nineteen students received certificates from four departments. The prizes in the department of freehand drawing and painting were awarded as follows: Augustus Hoppin prize in day cast drawing, to Newton H. Alfred, honorable mention to Esther E. Pressoir; Lyra Brown prize in evening cast drawing, to George Magnan, honorable mention to Ambrose Lennon; Beeckman prizes in day life class, to Edward W. Dubuque, honorable mention to Gertrude C. Dahllof, evening life class to Charles G. Harris, honorable mention to Exene R. Meyersahm; Colt prize in the portrait class, to Edna W. Lawrence, honorable mention to Elna P. Hultman; Ives prize in advanced painting class, Exene R. Meyersahm, honorable mention to Hope F. Dimond.

Gifts for the year were received from:—Atlantic Mills, Cheney Brothers, Henry Cooke, E. I. DuPont De Nemours & Company, Eastern Bolt and Nut Company, Easton and Burnham, the Fellows Gear Shaper Company, General Chain Company, Hammel Oil Burning Equipment Company, Inc., Hamlet Textile Company, Hope Webbing Company, W. H. S. Lloyd Company, Lorraine Manufacturing Company, Albert Lorsch & Company, Mrs. Jesse H. Metcalf, National Aniline and Chemical Company, Steel Heddle Manufacturing Company, U. S. Bobbin and Shuttle Company, United States Finishing Company, Wanskuck Company, D. W. Watkins Company, George Francis Whipple.

The museum has seen much progress and satisfactory growth during the past year. The problems before it have been many and varied, and in their solution it has received the benefit of assistance from many sources. This growth is most gratifying and the museum has been of constantly increasing value to designers, students and

the citizens of state and city. An art museum is very necessary to the welfare of a community or state, especially when it develops along lines similar to those formed at the Rhode Island School of Design. The institution is the custodian of one of the most important collections in the country and it feels the need of larger exhibition space, suitable storage, better conditions of installation, registration and study series. These are to be carefully planned for in the projected building, and the friends of the School of Design, while realizing the comparative impossibility of immediate building because of present industrial conditions, look forward to an early realization of the new museum. The year has been one of activity in the museum. In the matter of loan exhibitions a survey of the 22 exhibitions of the year shows that they have been varied in character, of superior quality and wide in their appeal to student and public. The fall exhibition of contemporary American painting compared most favorably with those of preceding years. Other exhibitions of paintings included those of the work of Stephen Haweis and Jonas Lie, as well as the memorial exhibition of Henry Golden Dearth. These are some of the most interesting exhibitions now being shown in the various museums of this country. The exhibitions of etchings by Arthur W. Heintzelman and Lester G. Hornby presented to the public exceptional opportunities to become familiar with these talented graduates of the School of Design, who rank among the best workers in America. A new note in exhibitions was found in the interior decoration exhibition, wherein the museum received the coöperation of P. W. French & Co. and E. F. Caldwell Co. of New York, and Irving and Casson of Boston.

The field of applied design in industry was also covered by several exhibitions. These included Persian brocades, artistic printing, Chinese embroideries, textile and graphic arts, basketry and weaving and hand decorated fabrics. The Trustees feel the advisability of a considerable emphasis on the exhibition of this kind of material when of superior merit. The complete list in detail with dates will be published in the year-book early in the summer.

Each year the list of gifts and loans affords interesting facts. The list of friends who express in this way their appreciation of the work of the museum is always long. The objects themselves are also varied in character, great in interest, and high in quality. The gifts include posters, jewelry (ancient and modern), sculpture, paintings, lace, textiles, prints, water-colors, pottery and porcelain,

drawings, Japanese lacquers, furniture, bead-work, silver, Greek vases and bronzes, and embroidery. Especially interesting is the fact that five important gifts were received from persons residing elsewhere than in Rhode Island, who showed their interest in the Rhode Island School of Design in this way. The two most interesting were received from Miss Theodora Lyman of Portsmouth, N. H., and the Misses Anna and Louise Case of Boston.

Two bequests were received from W. C. Benedict and Dr. Edward F. Ely. Other gifts came from an anonymous source, Mrs. E. S. Allen, Mr. William T. Aldrich, Mrs. James Barr Ames, Prof. A. L. Ashley, Mustapha Avidgor, Frank W. Bayley, Miss Alice Bowler, Mr. Charles Bradley, Mrs. John Carter Brown, Miss Jane Bucklin, Henry Buker, Mrs. Alfred M. Coats, Miss Emily Crouch, Mrs. Jeffrey Davis, Miss Ruth Ely, Mrs. Roger Gilman, Edward A. Greene, Mr. and Mrs. Henry A. Greene, Mrs. Duncan Hunter, Mrs. W. B. Weeden, Estate of Sarah D. Kimball, Mrs. J. W. Lane, Mrs. J. F. P. Lawton, Dr. Augustus M. Lord, Estate of Mme. de Maltchyce, Mrs. Jesse H. Metcalf, Mr. Lionel Moses, Miss Marie Newcomb, Ostby & Barton Company, Estate of E. H. Pearson, Mrs. Gustav Radeke, Mrs. F. D. Reed, State Board of Education, Miss Ellen D. Sharpe, Henry D. Sharpe, Dr. George A. Spicer, Orray Taft, the late Abby A. Temple, E. P. Warren, and Mrs. Benjamin D. Weeden.

The museum appropriation has again made possible the acquisition of many objects of a highly desirable nature. First in importance is the superb portrait of Manuel Garcia by John S. Sargent, which is placed among his best, and is an acquisition of which we may well be proud. Two pieces of sculpture also deserve a special mention, namely the fine Greek torso of Dionysos, 4th century B. C., and the Egyptian wall relief of the Late New Empire, an example of carving in red Assuan granite of the finest style. Two early American beech-wood chairs, of the Charles II type and dating 1675-1680, should also be noted. Other purchases included paintings, etchings, lithographs, medals, glass, jewelry and textiles.

The loans for the year make an imposing list and have come from many friends. Aside from the canvases lent to the School of Design for the fall exhibition of American painting, there have been lent Egyptian sculpture, paintings, photographs, textile and graphic arts designs, printing, textiles, embroideries, bronzes, miniatures, medals, pottery and porcelain, Greek coins, etchings, water-colors, baskets,

jewelry and Indian arrow heads. Fifty-eight friends have shown their interest in the work of the museum through their loans.

The museum wishes to express its appreciation of the work of Miss Celia H. Hersey, the museum assistant who has had charge of the gallery talks for the children of the grammar schools in addition to her regular museum duties along the lines of registration, etc. During the past winter the trying weather conditions necessarily affected the attendance at these gallery-talks, yet the total for the year was 3,129.

The series of public lectures proved unusually interesting. The lecturers included Rev. Henry Russell Talbot, Rev. Richard D. Hollington, Prof. Fiske Kimball, Mr. Langdon Warner and Mr. Jay Hambidge. In addition to these lectures there were four Saturday morning story-hours for the children and their older friends given by Mrs. M. S. Puech. Especial attention was directed to the objects in the museum which were related to the particular story which was being told. This work of story hours is a very important branch of our educational work.

The attendance for the year totalled 75,845, which is very satisfactory considering the trying weather conditions of the past winter and the recurrence of the influenza epidemic.

These details show a continued emphasis on the broad principles on which the institution was founded and the Trustees are encouraged in their vision of the larger and more influential museum of the future by the great interest of the public and the support of our many interested friends.

The library also has prospered during the past year. For a long time it has proved itself indispensable to students and teachers. The museum staff and workers from outside of the school also use the library constantly. A glance at the list of acquisitions as published in the quarterly bulletin shows the wide variety of subjects covered by the library and the important additions which are continually being made, not only through the several funds at the disposal of the committee, but by gifts from interested friends. During the past year there were added to the library 321 books, 338 lantern slides, 200 mounted reproductions, and 90 postcards. Of the books 89 were acquired by purchase, and 205 by gift; 27 are bound periodicals. The gifts come from many sources, chief of which are Mr. R. H. I. Goddard, Rev. Frank T. Hallett, Mr. Norman M. Isham, Mrs. Jesse H. Metcalf, and Mrs. Gustav Radeke. Others

were received in memory of Mrs. George Bradley, Mr. E. H. Holbrook and Mrs. Sarah D. Kimball. As a result of the above additions the present size of the library is as follows: Books, 4,210, lantern slides 3219, mounted reproductions 16,420, and postcards 3,420.

The constant use of the library has been mentioned. The statistics show that the attendance for the school year of eight months in the library was very large; the circulation of books amounted to 3,497, of reproductions 8,717, and of periodicals 509.

During the year the trustees have been assisted by the cordial support of the state, and the work of the school has been facilitated by the helpful advice of its officers. Such support, together with the concerted effort of all connected with the School of Design to work for high ideals and give the maximum of service, has been the feature which renders the year of 1919-20 a very successful one at the Rhode Island School of Design.

MRS. GUSTAV RADEKE
HOWARD HOPPIN
WILLIAM CAREY POLAND
THEODORE FRANCIS GREEN
WALTER E. RANGER
ALBERT D. MEAD

Executive Committee

L. EARLE ROWE,

Director

SUMMARY OF STUDENTS BY TOWNS, 1919-1920

RHODE ISLAND

BARRINGTON		EAST PROVIDENCE		PAWTUCKET.....	258
Barrington.....	14	East Providence.	38	PROVIDENCE	
Hampden Meadows	1	Phillipsdale.....	1	Manton.....	4
Nayatt Point.....	1	Riverside.....	11	Providence.....	887
West Barrington.	8	Rumford.....	9	SCITUATE	
BRISTOL.....	10	GLOCESTER		Hope.....	1
BURRILLVILLE		Chepachet.....	1	SMITHFIELD	
Graniteville.....	2	HOPKINTON		Esmond.....	4
Harrisville.....	3	Ashaway.....	1	Greenville.....	1
Nasonville.....	1	Centreville.....	1	SOUTH KINGSTOWN	
Pascoag.....	2	JOHNSTON		Peacedale.....	1
CENTRAL FALLS... 44		Johnston.....	8	Wakefield.....	2
COVENTRY		Thornton.....	3	West Kingston...	2
Anthony.....	1	LINCOLN		WARREN.....	6
Arkwright.....	1	Lincoln.....	3	WARWICK	
Greene.....	1	Lonsdale.....	12	Conimicut.....	2
Quidnick.....	1	Manville.....	1	Greenwood.....	4
CRANSTON		Saylesville.....	5	Lakewood.....	6
Arlington.....	6	NARRAGANSETT	1	Longmeadow....	2
Auburn.....	13	NEWPORT.....	8	Norwood.....	3
Cranston.....	39	NORTH KINGSTOWN		Oakland Beach..	1
Edgewood.....	14	Saunders town... 1		Pontiac.....	3
Howard.....	1	Wickford.....	1	Riverview.....	1
Meshanticut Park	1	NORTH PROVIDENCE		Warwick.....	4
Oaklawn.....	1	Centredale.....	5	WEST WARWICK	
Pawtuxet.....	7	Greystone.....	10	Arctic.....	2
CUMBERLAND		Lymanville.....	1	Natick.....	3
Ashton.....	3	North Providence	14	Riverpoint.....	4
Cumberland Hill.	3	NORTH SMITHFIELD		WESTERLY.....	6
Valley Falls.....	11	Slatersville.....	2	WOONSOCKET.....	71
EAST GREENWICH.. 6		New Jersey.....			
Massachusetts.....	114	South Dakota.....			
Connecticut.....	4	Illinois.....			
Maine.....	5	Minnesota.....			
New Hampshire.....	5	Georgia.....			
Vermont.....	1	Canada.....			
New York.....	5				
Rhode Island.....					1,610
Other states.....					143
Total.....					1,753
Registered in two classes.....					29
Total registration.....					1,782

OCCUPATIONS OF STUDENTS

Advertisers	2	Engineers	8	Photographer	1
Airplane mechanic . .	1	Engravers	3	Photo engraver	1
Apprentices	89	File worker	1	Pianist	1
Artist	2	Finishers	2	Plasterer	1
Assemblers	2	Fixer	1	Polisher	1
Barber	1	Folders	2	Pressmen	6
Beamers	3	Foremen	10	Printers	4
Beltmaker	1	Forester	1	Purchasing agent . . .	1
Bleachers	4	Foundry men	2	Pipe worker	1
Blue printer	1	Fuse maker	1	Rubber workers	2
Boltmaker	1	Gear cutter	1	Salesmen	10
Bookbinder	1	Housekeepers	3	School children	298
Brakeman	1	Hub and die cutters	9	Sculptor	1
Brass worker	1	Inspectors	8	Second hand	1
Bricklayers	2	Iron workers	5	Secretary	1
Bronze worker	1	Janitor	1	Shipbuilder	1
Cabinet makers	2	Jewelers	37	Shipping clerks	7
Carpenters	30	Jewelry designers . . .	2	Sign painters	4
Cement workers	2	Laborers	7	Silversmiths	6
Chaser	1	Lathe hands	9	Soldiers	182
Chauffeurs	5	Letter carriers	2	Spinners	3
Chemists	13	Loomfixers	16	Steam fitters	3
China painter	1	Machinists	148	Stone cutters	2
Civil engineers	4	Managers	2	Stone setters	9
Clerks	90	Masons	4	Stone worker	1
Collectors	2	Mill operatives	64	Students	290
Colorers	4	Meat cutter	1	Superintendents	4
Combers	4	Merchant	1	Supervisors	4
Commercial artists . .	2	Meter reader	1	Surveyors	5
Coremakers	2	Milliner	1	Teachers	32
Designers	16	Milkmen	2	Telephone operators	4
Doffers	4	Nurse	1	Timekeepers	4
Draughtsmen	39	Office boys	12	Toolmakers	40
Dressmakers	2	Optician	1	Truck drivers	2
Drill hands	4	Overseers	6	Weavers	53
Dyers	18	Packers	2	Window dresser	1
Efficiency experts . . .	2	Painters	10	Wood workers	3
Electricians	5	Pattern makers	4	Yarn boys	2
Electroplater	1	Paymaster	1		
Elevator operator . . .	1	Pharmacist	1	Total	1,753
Embroiderer	1				

REPORT
OF THE
RHODE ISLAND
COLLEGE OF PHARMACY
AND
ALLIED SCIENCES

1920

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465 Pine Street, Providence.

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JOHN E. GROFF, PH. G., PH. C., PHAR. D.

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FRANKLIN N. STRICKLAND, PH. C., PHAR. D.

Professor of Pharmacy.

ALBERT W. CLAFLIN, PH. B., SC. M., PH. G., PH. C., PHAR. D.

Professor of Pharmaceutical and Organic Chemistry.

LILLIAN G. GARRETT, PH. G., PH. C., PHAR. D.

Associate Professor of Botany, Materia Medica and Pharmacognosy.

JAMES H. HABERLIN, M. D.

Professor of Physiology and Toxicology.

CHARLES H. DAGGETT, PH. G., PH. C.

Emeritus Professor of Theory and Practice of Pharmacy and Organic Chemistry.

GEORGE S. MORGAN, PH. C., PHAR. D.

Emeritus Professor of Operative Pharmacy.

W. HENRY RIVARD, PH. G., PH. C., PHAR. D.

Emeritus Professor of Theory and Practice of Pharmacy.

ASSISTANT TO THE FACULTY

WILLIAM SHALLCROSS, PH. G.

Assistant Professor of Pharmacy.

RHODE ISLAND COLLEGE OF PHARMACY AND ALLIED SCIENCES

The first suggestion of establishing a college of pharmacy dates back to about 1870, at the time of the organization of the State Board of Pharmacy. At that time Norman N. Mason, a member of the Board of Pharmacy, in answer to a considerable demand for instruction in sciences related to pharmacy, and at the request of John Day Smith, the head master of the old Fountain street evening high school, Providence, organized a class in pharmacy. This class continued its work for one school year. Mr. Mason thus became the pioneer in the movement to establish a college of pharmacy in Rhode Island.

On July 25, 1874, a number of pharmacists met in the rooms of the Franklin Society and organized the Rhode Island Pharmaceutical Association, which received its charter from the General Assembly in 1875. At a meeting of the Association held October 11, 1875, James H. Taylor of Newport suggested that a committee be appointed to examine into the expediency of establishing a school of pharmacy in Rhode Island, and James H. Taylor of Newport, Norman N. Mason of Providence and Enoch W. Vars of Niantic were appointed as members of that committee. On April 10, 1876, this committee reported to the association as the result of its investigation that there was ample field in Rhode Island for such a school, but it could not arrive at the best methods for its establishment.

On April 12, 1880, Prof. Edwin E. Calder of Providence was engaged by the association to give a series of lectures on pharmaceutical chemistry to proprietors and clerks, and the class commenced with twenty-seven pupils. These classes were continued nearly every year until 1888.

In 1885 John E. Groff organized a private school for the study of theoretical pharmacy and pharmaceutical chemistry. In 1890 Charles H. Daggett organized a school for the study of the same

branches. In 1899 Franklin N. Strickland established a laboratory and organized a school for practical demonstration in both branches.

On July 8, 1896, Charles H. Daggett of Providence at the semi-annual meeting of the association stated that, from his experience in teaching private classes in pharmaceutical chemistry in Rhode Island, he believed that a college of pharmacy should be established in the state and that there was ample field for one. James O'Hare of Providence and Frank A. Jackson of Woonsocket were of the same belief and spoke at length upon the subject, after which a committee of three, consisting of Messrs. O'Hare, Jackson and Daggett, was appointed to investigate the matter and report to the association upon the advisability of the establishment of such a college. At the meeting held January 13, 1897, the committee reported as the result of its inquiries that it considered a college of pharmacy in Rhode Island both desirable and feasible. The association voted that such was also the sense of its members, and the president appointed a committee of ten to make the necessary arrangements for its establishment. After due consideration the committee deemed it advisable if possible to place the proposed college of pharmacy under the control of Brown University. In the meantime a preliminary course in chemistry and botany was suggested, to be given under the management of the department of the university extension of Brown University. They consulted with the officers of that institution regarding such arrangements, with the result that a course of lectures in botany by Mr. Metcalf and general chemistry by Prof. Calder was given in 1898. The number attending these lectures was quite satisfactory and the results beneficial. A change in the presidency of the university occurred at about this time with an accompanying change in college plans, and made the continuation of the course impracticable.

The committee then decided that if a college of pharmacy was to be established it must be done by the pharmacists themselves and wholly independent of any institution of learning. Working upon this line it applied to the General Assembly for a charter for the Rhode Island College of Pharmacy and Allied Sciences. The charter was granted in 1902, a college corporation was organized, college officers were elected and committees were appointed to complete plans for the college. The college established itself at 24 North Main Street, Providence, where with lecture room and well-equipped laboratories it began its work October 7, 1902. Thus after more than thirty

years of continuous effort upon the part of a few men, but with the good will of all the pharmacists of the state and the Rhode Island State Pharmaceutical Association, a college of pharmacy was established in Rhode Island.

In the summer of 1905 the trustees and corporation purchased the building at 112 Angell street, corner of Brown street, but owing to the rapid growth of this college and the need of a more central location the corporation secured in 1910 the property at 242-244 North Main street, where the college now holds its sessions.

The General Assembly of 1916 voted to establish state free scholarships at Rhode Island College of Pharmacy and Allied Sciences, and appropriated \$1,000 annually to be expended under the direction of the State Board of Education for this purpose. In 1920 the General Assembly increased the annual appropriation to \$2,000.

The enrollment for 1919-1920 included one graduate student, 25 seniors, 29 juniors, and 53 freshmen. Since its organization the college has graduated 278 persons, most of whom are engaged in pharmacy.

REPORT

OF THE

RHODE ISLAND

INSTITUTE FOR THE DEAF

1920

RHODE ISLAND INSTITUTE FOR THE DEAF

Hope Street, Corner Cypress Street

PROVIDENCE, R. I.

UNDER THE SUPERVISION OF A

BOARD OF TRUSTEES

CONSISTING OF

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HIS HONOR EMERY J. SAN SOUCI, LIEUT.-GOV., *ex officio*

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FLORENCE L. McLEAN, *Clerk*

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EDITH F. KENDALL,
MARGUERITE W. TAFFT,
LOUISE MORROW,
MILDRED MILLER.

SPECIAL TEACHERS

WILMA SHILLADY.....	<i>Voice Culture and Rhythm</i>
MARY H. PORR.....	<i>Drawing and Handicraft</i>
LESLIE K. CLARK.....	<i>Cabinet Work and Carpentry</i>
TOW HELLBERG.....	<i>Primary Wood Work</i>
MARY MACSWAIN.....	<i>Domestic Science</i>
TOW HELLBERG.....	<i>Scout Master and Physical Training (Boys)</i>
MILDRED MILLER.....	<i>Scout Captain and Physical Training (Girls)</i>

HOUSEHOLD DEPARTMENT

ANNA C. HURD, *Principal*

BELLE J. CLARK.....	<i>Matron</i>
ANNA WOLSTENHOLME.....	<i>Nurse</i>
TOW HELLBERG.....	<i>Supervisor, Large Boys</i>
KATHERINE RORKE.....	} <i>Supervisors, Small Boys</i>
ELSIE I. THOMAS.....	
WINIFRED S. GREENE.....	<i>Supervisor, Large Girls</i>
MRS. EUPHEMIA H. MACKAY.....	} <i>Supervisors, Small Girls</i>
EMMA ROGERS.....	
JANE STUART.....	<i>Night Watch</i>
MARY MACSWAIN.....	<i>Assistant to Matron</i>
WILLIAM MCCALL.....	<i>Chief Cook and Baker—In charge of Store Rooms</i>
LESLIE K. CLARK,	
<i>Assistant to Principal, in charge of Buildings, Heating and Lighting</i>	
JOHN BLONQUIST.....	<i>Engineer</i>

PHYSICIANS

FRANK L. DAY, M. D.....	<i>Attending Physician</i>
F. NOLTON BIGELOW, M. D.....	<i>Aurist</i>
N. DARRELL HARVEY, M. D.....	<i>Oculist</i>
B. CECIL BURGESS, D. D. S.....	<i>Dentist</i>

*REPORT OF THE BOARD OF TRUSTEES

The school work the past year has been pursued, as in previous years, with the one definite purpose of promoting the well-being of the pupils committed to our trust, and giving to them the best possible opportunity for a common school, vocational and industrial education essential to position in the social and commercial world.

Our institute differentiates from every other class of private or public school; it is unique and dissimilar because of the distinctive characteristics of our pupils. And, too, it is not exclusively and essentially a school, but it is, in the most important significance to the boys and girls, both a home and a school.

It provides the very best for our children, who are handicapped by nature in the deprivation of speech and hearing, and who, notwithstanding this fact, are developed and educated mentally beyond what was once considered a possibility. Brought to our home and school in very young life—five or six years of age—speech is produced, elementary education is begun and is carried through its various grades up to the completion of the grammar grades. The attempt is being made this year to carry our graduating class to the finish of the first year of the high school commercial course. Our graduates rank with graduates from any other school of equal grade. Demonstration of this fact is evident in the lives of the boys and girls who have gone out from our school into social and business activities. This is possible because of the devoted patience, kindness and persistence of our untiring teachers.

It is not glorification but a matter of simple justice to say that the teacher of the deaf child is a heroine of self-sacrifice and enduring courage. Avocations far pleasanter and much easier of pursuit are open to these ambitious young women who comprise our teaching force. True, indeed, is this of our several employees, each of whom, in his or her department, labors for the good of our family of boys and girls.

*Extracts.

Thus carefully educated in our school, our boys and girls, in our home life, are given equal attention and are most helpfully instructed in important lines of self-betterment. Under the direction of the matron, supervisors and special teachers our girl pupils are trained in useful lines of domestic science, or, perhaps better stated, in practical knowledge of home-making.

Home-making, as is well understood, combines the teaching and training in every branch of home life incident to the daily routine of housekeeping. In this important industry, for industry it is, no detail is ever overlooked, the girls being given instruction which will prove invaluable to them in their future experiences.

Sewing, a branch so important in a girl's education, is taught by a competent instructor, and the results obtained by this training are mutually valuable to the institute and to our children. Garments, bedding and other home necessities are in this way amply provided.

In sloyd and in shop work our boys acquire the essentials of trade profession, and attain most creditable results in skilled handicraft and excellent workmanship. Throughout our various buildings are tangible evidences of this practical training. The dining sets—tables, chairs, and other furniture in the principal's and teachers' dining-rooms of our recently constructed building are striking examples of this serviceable work.

Our new building, provided as a home for our principal and for our teachers, is proving its unquestionable need and value.

Complimentary and valuable to our institute are our divisions of boys and girls, each organized into a company of scouts. Each company is enthusiastic, and derives great pleasure in the drilling and manœuvering incident to its organization. Under the tutelage of a competent director the morale is stimulated and a high order of discipline is obtained.

Upkeep of the property demands and receives the close attention of the trustees. Economy, combined with necessity, that the property shall be kept in as nearly a perfect condition as possible is the policy of the board. Whenever it is feasible we use our own employees, with the help of the boys, in the matter of repairs. This is of frequent occurrence, and serves the useful purpose of conserving our home affairs. It also instructs our boys in helpful trade lines. In painting we have especially proven the wisdom of such action. Employing a painter, skilled in the trade, purchasing needed materials,

we use some of our boys to aid in the painting. These boys enjoy this work, while it trains them in an interesting and useful vocation.

Careful oversight and inspection of the school, visits to our school-rooms, listening to recitations, personal inspection of all the numerous branches in operation at the institute command and receive the close attention of the trustees. A special visitation and inspection was so made in June last. We are glad to confidently express the opinion that every avenue of endeavor is being conscientiously promoted, teaching is faithfully imparted, and best results are accomplished to the permanent benefit of our pupils.

It is most gratifying to report that the health of our children during the past year has been conspicuously satisfactory. No serious illnesses; only slight ailments, such as are common to young life. The cost for such has been remarkably small. Our physician, our dentist, our aurist, and our oculist have all been diligent in caring for the physical needs of our pupil family.

Children defective in speech and in hearing—especially in hearing—are sought in every section of our state and are brought to our school and home for their all-round training and welfare. In most cases parents coöperate with us in this all important advantage to their little ones, and are expressively grateful for the inestimable help which obtains in their future lives. It is compulsory that parents shall place their deaf children in our school, which the state has so liberally equipped and generously maintains for their use. There is a state law which defines and emphasizes this obligation. There is a phase of experience at our institute, on the part of parents, which is specially regrettable. Some parents think, exercising a mistaken judgment, that it is needless to continue a child throughout the full course of instruction provided by our school. The thought of the parent, evidently, is that a boy, early in life, ought to be at work and be earning towards his livelihood. His future welfare is overlooked and forgotten. Or, it may be, the boy desires to go to work, and parents yield to his desire rather than advise him that it is better for him that he should continue in school to the finish.

In the administration of the finances of the institute the trustees have exercised a guarded oversight. To conduct its various affairs, so that it shall afford the best possible return in the interest of the pupils, and at the same time to conserve expenses, has been their vigilant aim.

It is a satisfaction to report that our appropriations for the past year have not been overdrawn. We are compelled to report, however, that under present conditions, with high costs obtaining in all our daily operations, an increase of appropriation for our work is absolutely imperative. We have faithful, experienced employees, and an excellent corps of teachers, whose services must be retained. Fairness to the state whom we serve, and to those who render us their services, is the impelling factor which forces this issue.

REPORT OF THE PRINCIPAL

The compulsory law requires the attendance at school of deaf children until the age of 18 years, but in many cases deaf pupils would be greatly benefited by an additional year or two of school training. Parents are urged to allow their deaf children to remain in school until graduation.

Education begins with life. Touch first ministers to it, afterwards sight and then hearing. Deprived of the sense of hearing, deaf children are barred from much of nature's teachings and their development of mind is retarded. The earlier education is that of the family and home, but in consequence of his deafness the deaf child, even in the best of homes, shut off from the natural avenue of communication with his kind, can form only the most meagre concepts.

The child comes to school at the age of about five years, often spoiled and self-willed, with no speech—no knowledge or use of language—no means of communication except by natural gestures. His education begins five years later than that of his brother who hears, and he should be granted a period for training and development at least five years longer.

It requires from twelve to fourteen years to complete our course of study. The earlier years, five or six at least, must be devoted to the teaching of speech and language. After a command of simple English is acquired the work is similar to that in the public schools for the hearing, and many of the same textbooks are used, but the progress is slower, for time must be given all through the course to perfect the speech and lip reading and to broaden the understanding of language.

We continue to find the use of musical instruments invaluable in developing and training the voices of deaf children. The younger classes have a period each day of this work under a special teacher, and other classes have one or two periods a week each.

Hard of hearing pupils who enter the school, and pupils who have lost their hearing after attending school, are placed in classes

where their grade work may be continued and they are given special instruction in speech-reading—"lip-reading," as it is more commonly called.

In cases when such pupils become very proficient in lip reading, after a few years they may return to the public schools to complete their education.

Every effort is made to develop and cultivate the habit of reading by the pupils. Suitable books are provided for all grades. Over one hundred volumes have been added recently to our school library, from which the pupils draw books under the supervision of their teachers. A small library has been started in the pupils' living-rooms, main building, to which the pupils have access at all times.

We are making the industrial training of our pupils a vital part of their education. The opening of the new residence building a year ago, has afforded a splendid opportunity to teach the older girls every branch of home-making and house-keeping. Nineteen girls—in rotating groups—are learning the proper care of sleeping rooms, living-rooms and dining-rooms, the art of bed-making, serving and waiting at table, dish-washing, etc. In this well arranged, bright and attractive home these girls, working with and under the supervision of the principal and teachers, are forming ideals and acquiring knowledge they could not have under former conditions.

A class of twelve girls has practical instruction in preparing meals—studying the proper combination of foods, the elimination of waste, baking, etc. A room—larger and better ventilated than the one formerly used for the class in cooking—has been fitted up in the basement of the main building. This was made possible by moving the linen room to the basement of the new building.

A class of twelve girls has instruction in fine ironing one afternoon each week, in a room properly fitted up for the work. It is the purpose of the administration to dignify all branches of household work and to show that it need not be drudgery and may be done under pleasant, attractive conditions.

There are two classes receiving instruction in sewing, each meeting two afternoons a week, and on one afternoon the older girls form a class in dressmaking, and the younger girls have instruction in mending.

Two classes in primary woodworking work in the afternoon of each school day each for one hour, under Mr. Hellberg, instructor. They learn to saw, to plane, to drive nails, to make joints, etc., and

particular attention is given to the names of tools used and to the language of the work. The older boys work at cabinet making and general carpentry under Mr. Clark, instructor. The articles made are used in the institute mostly.

Two or three boys have developed considerable aptitude for painting, and with assistance in the mixing of paint, etc., have done considerable of the indoor work. I believe this to be an industry that we might profitably add to our course in industrial training.

Religious training of all children is continued as formerly.

At the close of the last school year, in June, three teachers left us—Miss Sayward, Miss Wirgman and Miss Coleman. Miss Helen Bailey, B. A., trained at Gallaudet College, Washington, D. C.; Miss Gertrude Kling, from the Pennsylvania School; Miss Louise Morrow, from the North Carolina School, and Miss Wilma Shillady, from the Texas School, were appointed. Miss Shillady has had special training for vibration and rhythm work and has been doing this work with the primary classes in addition to the grade work of one class. There were three changes in the supervising corps, Miss Greene, Mrs. MacKay and Miss Thomas taking places made vacant. The demand for better pay for officers and teachers in schools for the deaf all over the country makes it imperative to increase the salaries paid in the Rhode Island Institute for the Deaf if we are to retain our corps and keep up our standard. Young men and women are not coming into the work as formerly, there are so many more attractive opportunities with better pay offered them. The supply of teachers and teachers in training is not equal to the demand. I recommend that our scale of salaries for teachers be amended—increasing the minimum salary to be paid, advancing the scale of increase, shortening the time to reach the maximum and increasing the maximum. The salaries of officers and heads of departments should also be increased to enable them to meet the cost of living according to their several positions. For salaries and wages an increase in appropriation is asked.

ANNA C. HURD,

Principal.

REPORTS
OF THE
EXETER SCHOOL
OAKLAWN SCHOOL
SOCKANOSSET SCHOOL
STATE HOME AND SCHOOL

1920

UNDER THE MANAGEMENT, CONTROL
AND SUPERVISION

OF THE

PENAL AND CHARITABLE COMMISSION

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OAKLAWN SCHOOL FOR GIRLS

MISS K. KOBELSPERGER.....	SUPERINTENDENT
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SOCKANOSSET SCHOOL FOR BOYS

DONALD NORTH.....	SUPERINTENDENT
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STATE HOME AND SCHOOL

LUCIUS A. WHIPPLE.....	SUPERINTENDENT
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THIRD ANNUAL REPORT OF THE PENAL AND CHARITABLE COMMISSION*

The commission completes its third year with an increasingly profound sense of its responsibilities and in a spirit of optimism regarding its opportunities for service. The commission believes that the business administration of the state institutions under its charge is being steadily bettered, that the high aims of modern penology and philanthropy are being kept in sight, and that the spirit of loyal coöperation is being highly developed among the officers and employees of the state's penal and charitable department.

The casual visitor to our state institutions will readily appreciate the value of physical improvements. He will approve the upkeep of the property, good sanitation, and rescue of the older buildings from conditions of palpable disrepair, the consolidation of power and heating plants in order to obtain economy, and similar evidences, readily seen, that the various properties are in a condition creditable to a self-respecting state. The commission tries to save dollars, but it would rather save a man or a woman. It wants to see the plants in Cranston, Providence, and Exeter a credit to Rhode Island, standing like so many Temples of Reform, Education and Philanthropy. But it is even more desirable that its work should be represented in reconstructed Living Temples in the morals, minds and bodies of those who have been ministered to by these public administrations. For it is better to minister than to administer.

Within the possibilities of its financial resources the commission has made certain advances in the salaries of officers and employees during the year, each advance being based on the individual merits of the case and according to well defined rules adopted by the commission. The upward tendency of wages in all callings cannot be ignored by the managers of public institutions. Justice to faithful employees and to the state which employs them demands that new economic conditions be recognized. It has been with great difficulty that the

*Extracts.

organization of the several institutions has been kept unimpaired in efficiency.

Believing that good housing conditions have as much to do with the retention of valuable employees as the amount of wages paid, the construction work of the past year will show that as much attention has been given to the provision of sanitary and comfortable living apartments for those whose duties require them to remain in residence at the institutions as the limited funds for this purpose permitted.

To provide a colony of comfortable homes on the state's plot in Cranston would be conducive to the welfare of our officers and employees and thereby beneficial to the inmates of the institutions, who will benefit by the state's ability to retain the service of the best class of institution officers. The commission has in view the eventual standardizing of the rents which may fairly be charged against the wages paid to officers, so that when the latter are engaged for salary plus rooms there may be a definite idea of the scale of remuneration and a fair comparison may be made with wages paid for institutional service in other states and wages in other employments. We do not think the state would be a loser by thus placing the "salary and rooms" on a clearly defined basis.

The commission has favored a reasonably liberal policy regarding the attendance of its members and the officers of the institutions at conferences and conventions devoted to the study of penology and charity. It finds that it has much to learn from the experience of the officers of other states and countries and in turn can contribute something from the lessons gained here in Rhode Island. It is benefited, too, from the visits and counsel of eminent penologists from other parts of the country, whose criticism and commendation have alike been appreciated.

Exeter School

The year at the Exeter School has been marked by general good health among the inmates, a successful season on the farm, and improved efficiency at the power house and in the bakery owing to new equipment. But on the other side of the account the industrial classes' work has been interrupted by vacancies in the teaching staff. A teacher for sense-training work has been engaged, working with those who are not sufficiently developed mentally to do academic work. Industrial classes with the girls were discontinued during

latter part of the year, but instruction for the boys in painting and the use of carpenter's tools and shoe repairing was continued. The commission urgently recommends the following buildings and improvements: A hospital building to provide facilities for the care of the very young cases, the helpless cripples, and the bed-ridden cases that cannot be properly cared for in the wards. A service building to centralize the culinary, receiving and disbursing activities of the institution, thus effecting a great saving in labor and material over the present arrangements. An additional boiler, water pump, and vacuum pump. Improved roads and walks about the grounds and a good road from the institution to the station at Slocum, as the present road is very poor, and almost impassable at times.

Oaklawn School

When the aims, methods and accomplishments of the Oaklawn School are examined, the days of the old "reform school," which a generation ago was thought of by the public as a kind of juvenile prison, seem to be far away. It is hoped that the last vestige of this idea in the public mind has passed, but restatement of the scope and bearing of the work of the school seems justified. The work is threefold: Physical—Teaching in detail housekeeping and home making. Mental—The training and drill of the school-room, and the imparting of such an education as should enable the pupils to engage in the ordinary vocations of life with intelligence and success. Moral—The elevating and religious influence on the character of the girls in the formative period of their lives.

The Oaklawn School richly justifies its existence and its methods by pointing to its graduates. Girls graduated from the eighth grade successfully passed the tests given pupils of the same grade in the Providence public schools. This did not represent, however, the maximum of their requirements. Each of the girls could cook and serve a meal and wash and iron fine fabrics, and each had made her own graduating dress. After commencement all were released on parole.

During June, July and August a truck garden and the canning of the produce required all the attention of the girls. A fine garden produced vegetables enough to feed about one hundred people all summer and furnished a good supply for winter. The garden work provided wholesome food and healthful employment, especially for the nervous girl. Although having no canning outfit, 1,653 quarts of

fruit and vegetables, all raised at the school by the work of the girls, were canned. About an acre of new ground was cleared in the early spring. A new house for poultry raising has led to plans for more attention to this kind of farm work. Placing the girls under the direction of a physical director for two hours each week resulted in an improvement in the carriage of the girls and in their sense of true sportsmanship or fair play, besides offering a form of recreation.

Sockanosset School

Progress has been made at Sockanosset School toward improving and adapting the instruction to the needs of the boys committed there. With the opening of the institution which it is the purpose of the commission to construct, Sockanosset School should be more strictly an educational and less a juvenile penal institution. In the school of letters of seven rooms, geography, history, arithmetic, language, reading, penmanship, and hygiene are taught for fifteen hours per week. Subject matter for each division is covered in about nine weeks. Short-term boys thus have an opportunity of completing a definite division of study. Long-term boys may advance at about double the rate customary in the ordinary public school. This plan is made practicable by limiting instruction to the essential phases of a subject.

In the special room an average of 18 boys, including a part of those who are mentally deficient, are doing second and third grade work. Good results are being obtained. Diagnostic tests, given to boys in about the third grade as they come into the school, aid in promptly assigning the boys to work suited to their ability. Further tests, in preparation, are designed to reveal the individual needs of the pupil which have caused him to be rated as backward. These are followed by concentrated drills calculated to correct the fault and advance the pupil without loss of time.

Farm work proves of advantage in offering steady and healthy employment to boys sent to the school for such short periods as to make their work in the industrial department of little service to themselves or to the state. The farm continues to be successful from the point of view of products and also the training which the boys derive. The most satisfactory product of our farm, however, is the boy fitted for an agricultural occupation that he likes and that will insure him a suitable home. The interest which the boys show in such work causes Superintendent North to feel that, contrary to the

general belief, many boys from the city would enjoy work on the farms. Is there here a solution of the problems caused by the farmer's boy going to the city for employment?

The poultry department has been successful and useful in giving employment to all of the smaller boys. The printing department has executed orders for printing for all of the state institutions. Annual reports, order blanks, requisition and laundry slips, letter heads and envelopes have been among the orders filled. The purchase of a linotype machine would enlarge the output and give the boys useful instruction. An automatic feeder and an imposing stone are needed also. In the carpenter shop boys have been employed during regular working hours of instruction and in construction work on the building and grounds. Chiffoniers, tables, chairs, screen doors, and storm windows have been made and some new flooring has been laid.

Each boy receives a physical examination at entrance. A weekly dental clinic has caused great improvement in the boys' teeth. One hour each day has been allowed the boys for games, and each Saturday afternoon for athletic promotion. Football and baseball teams have represented the respective cottages and the school as a whole. Military instruction has been given each evening in the open air from April 1 to November 1 and whenever practicable during the remainder of the year. A dress parade has been held three times weekly during the summer, and massed drill and calisthenics on alternate evenings.

A weekly service of song in the chapel, the organization of the band of field music, which has played throughout the year, and occasional musical and dramatic entertainments have developed talent in many of the boys. Inspiring addresses have been given at the school by His Excellency Governor R. Livingston Beeckman, Rev. William A. Sunday, Col. H. Anthony Dyer, Judge H. B. Gorham, Judge Frederick Reuckert, Collector of Customs F. E. Fitzsimmons, Judge L. J. Tuck, and others. Great value has been derived from the religious instruction imparted by Rev. John J. Quinn, Rev. John A. Sullivan, and Rev. John E. Blake, and a corps of trained Sunday school teachers coming each week from the various churches.

Mental tests of 180 boys confirmed what our officials had previously believed was the fact; that many of our boys of 17 had but the mental development of a boy of eight years. Mental tests of every boy who comes to Sockanosset School would be useful as a checking up of the officers' judgment.

State Home and School

School conditions at the institution show improvement. The classes at the home are now limited to the first five grades. The sixth, seventh, and eighth grade children attend Candace street school and boys of fourteen or over are taking courses in the Providence Trade School.

Fire in the school building caused damage which required extensive repairs. Decided improvements in the building have resulted from the reconstruction. A slate roof reduces the fire hazard, the lighting is better, and the furniture and woodwork are refinished.

Every child coming to the institution is held in the observation room for two weeks, is given a complete physical and dental examination, is vaccinated if necessary and made the subject of recommendations for his or her physical improvement. Exceedingly interesting height and weight graphs made at the school show that the children there exceed the normal. This showing is the more remarkable when the conditions under which many of the children have lived before coming to the Home and School are considered. Recreation and entertainments have included holiday observances, a shore dinner, field meet, fortnightly motion pictures, special holiday dinners, Christmas entertainments, a branch public library, victrolas, books, games, toys, etc.

Eventually, it is expected that the placing-out plan will further reduce the number of children in the Home and School and shorten the period of their residence there. The basic proposition of the placing-out idea is that institutional life is not comparable with normal home life for the development of the man and woman from the child. The tendency of institutionalism is to perpetuate itself. The child of the institution does not fit in to individual adult life as well as if he were the product of the normal family home. The State Home and School is 34 years old. When it was established, the Rhode Island idea of the best way to care for dependent and neglected children was in accord with the best thought of that day. At present the placing-out plan is so far advanced in some of our states that no institutions are maintained.

We have the weight of expert opinion, some of it based on studies of the Rhode Island situation in particular, to the effect that the orphan asylum system should be replaced by a carefully selected foster home, at least for the normal child, when it is necessary to

furnish a substitute for the natural home. But the placing of the children is a process requiring careful investigation and full consideration of the physical, mental, moral and spiritual development which will be assured the child.

Here we find that financial considerations reinforce the moral. Our Home and School will be needed for some time at least, perhaps permanently, as a clearing house for children that are to be placed out; but these children ought not to remain in the institution longer than is necessary to place them either in a free home or a boarding home.

The commission closes its third annual report with a repetition of the thought with which it began; that its responsibilities are both moral and physical, but that the moral considerations involved in penology, charity, and education far transcend every other interest.

EXETER SCHOOL

TEACHERS

S. MAE MURPHY.....	<i>Academic Teacher</i>
MRS. O. D. MURPHY.....	<i>Industrial Teacher</i>
NATHANIEL G. HENDRICK.....	<i>Teacher of Sloyd</i>

During the school year ending June 30, 1920, 63 boys and 67 girls attended the academic classes. There were six classes of pupils for one hour each, each day; these classes ranged from the first through the fourth grades, and were subdivided into many sections, according to their mental development. The smallest boys and girls were taught to sing songs, to make figures, to make paper constructions, such as houses, furniture, kites, pin-wheels, sleds, and baskets; to read words from cards, and to make number stories with number builders, as 1 and 1 are 2, etc. The middle divisions of boys and girls were taught songs, "carrying" in addition, "borrow and pay back" in subtraction; reading from the first, second, and third readers. The largest boys and girls were taught second grade spelling words, multiplication of 2, 3, and 4 figures, short and long division. Four boys and girls were given quite a bit of instruction in fractions. At the end of June, 18 girls took an eighty word spelling test, with the result that ten had one hundred per cent; the boys did not do so well as the girls in the academic work, as their interests were centered more on the outside active occupations.

In addition to the academic instruction, the girls received instruction in the various branches of housework, in basket and rug making, in embroidery and other forms of fancy work, in sewing and laundry work. The boys received instruction in the use of carpenters tools, painting, shoe repairing, and the various forms of farm work.

Our educational department is sadly handicapped at the present time due to the lack of sufficient space; in addition to what we already have we should have space for a second academic room, a second industrial room, and a room that could be devoted to teaching music and physical culture.

One thing that we lack at the institution is a sufficient opportunity for recreation for the children; there is nothing that furnishes this recreation so economically and so satisfactorily as the getting up of little plays by the children themselves; but this requires a great amount of time spent in training the children, and it is impossible for this training and preparation to be done by one teacher, who in addition, has charge of the school classes from the kindergarten to the fifth grade.

More teachers cannot be had until more space is provided in which they may work.

JOSEPH H. LADD,
Superintendent.

OAKLAWN SCHOOL

TEACHERS

EDNA M. CARLSON

DORILLA RIVARD

During the school year 1919-1920 the average attendance of the Oaklawn School for Girls has been 50. Every girl has attended school half a day, the other half being devoted to the household arts department. The grades are from the second to the eighth, inclusive. Only two girls having been admitted who were unable to read and write.

Grade VIII consisted of four girls, who passed the Providence eighth grade examinations and received diplomas at the graduating exercises, which were held at the school June 10, 1920.

Our aim is to keep our school up to the standard of the Providence public schools; our course of study and our examinations are modeled from theirs.

KATE B. KOBELSPERGER,

Superintendent.

SOCKANOSSET SCHOOL

DONALD NORTH.....*Superintendent*
 HAROLD E. BEANE
Asst. Superintendent, Teacher of High School Subjects and Shop Mathematics

ACADEMIC TEACHERS

MRS. MAUDE A. BOULTER.....*Grades 6, 7 and 8*
 MRS. EVELYN F. AUSTIN.....*Grade 5A*
 MISS ELIZA J. DELANEY.....*Grade 5B*
 MISS RYCHE FROST.....*Grades 4B and 4A*
 MISS RUTH NAOMI ALLEN.....*Grades 3A and 3B*
 MRS. MABEL E. FELTON.....*Special Room*

VOCATIONAL TRAINING TEACHERS.

JAMES H. PARKER.....*Blacksmithing*
 ALFRED N. ARNOLD.....*Machine Shop*
 NATHANIEL J. POTTLE.....*Carpentry*
 LESLIE J. FISHER.....*House Painting*
 ALPHIDA J. BOUTHILLIER.....*Shoe Repairing*
 WILLIAM R. TURNER.....*Printing*
 MRS. CARRIE M. AYER.....*Tailoring*
 MRS. AUTA B. REYNOLDS.....*Laundry*
 CARL ANDERSON.....*Steam Fitting*

During the past school year all of the boys of the institution have been in regular attendance at school for three hours a day, five days a week from October first to April first, and also, for the months of September, April, May and June, the boys of the fifth grade and below have been kept in regular attendance, while the others were at work upon the farm. We were able to give the truant boys five hours daily for several months, and a daily average of about sixty boys had the benefit of this extra instruction.

As each boy comes in, he is given tests in silent reading and arithmetic. He is then assigned to a school grade according to the general ability he has shown. These tests have proven their value many times by the time saved in determining the boy's grade and the weaknesses in his education.

The course of study places chief emphasis upon reading, language, spelling and arithmetic, but includes geography, history, hygiene, and penmanship. Only such phases of each subject receive attention as seem necessary to secure the boy's advancement in the public schools. This course makes it possible to promote every three months on practically the same basis as our city schools. Many of our boys reënter the local schools without loss of grade standing, and some have even taken advanced standing, thus seeming to prove the success of the plan.

A short course in agriculture was undertaken in March, as an experiment, with a class of forty boys. The interest manifested would seem to warrant installing a longer course as a permanent feature.

New books introduced the past year include a set of language books and a civic reader for the seventh and eighth grades, both of which seem to be admirably adapted to our needs.

The institution library has been connected with the school this year and, notwithstanding its small size and the ragged condition of many of the books, it has been well patronized and is a valuable branch of our work. If we are to continue this work and give it the place it deserves, we should be allowed to spend at least two hundred dollars annually for new books. The figures given below are for six months ending June thirtieth. Number of loans made, 2,020; number of books worn out and discarded, 72; number of books purchased, 45; number of books in library June 30, 217.

HAROLD E. BEANE,

Principal of Schools.

STATE HOME AND SCHOOL

TEACHERS

MRS. ELEANOR S. RITCHIE	MRS. JOSEPHINE S. MULLEN, Sub.
MISS HAZEL M. RICHARDSON	MISS KATHERINE TIERNEY, Sub.
MISS EDITH A. COOK	MISS LORETTA TIERNEY, Sub.
MISS ANNE F. MACINNES	MISS MADELINE G. KIELY, Sub.
MISS KATE L. EDDY	MISS MARGUERITE MCENANLY, Sub.
MRS. IDA W. RANDALL, Sub.	MRS. A. W. DURFEE, Sub.

REPORT OF THE SUPERINTENDENT

The results of the work for the school year are such that it is with feelings of satisfaction that we look back upon the past twelve months and optimism that we look into the future. Our educational ideals have been more nearly realized; the health of the school has been excellent; our labor turn over has been exceptionally small because of the spirit of satisfaction and coöperation that has existed; the placing-out department has succeeded, beyond our anticipations, securing family homes for so many children that a decrease in the numbers at the Home and School never before known has been made; visitors have kept in closer touch with all children and the organization developed to such an extent that it functions efficiently; the host of friends of the school have shown continued interest; and general conditions both regarding the physical standards of the institution and the welfare of the children has shown a decided advance.

Owing to the fact that the children in our sixth, seventh and eighth grades are attending the Candace street school, that all boys 14 or over are pursuing courses in the Providence Trade School, and that our numbers are constantly decreasing, the school conditions have shown gradual improvement. Our reduced numbers have enabled us to discontinue the use of the large room on the second floor for school purposes and it is now used exclusively for entertainments and religious services. The ideal plan for the education of the children would be to send them to the proposed Jastram street school, instructing at the Home only those children seven years of age and under.

The religious instruction of the children is receiving excellent attention from Rev. Father Joseph Hardy and Rev. M. E. Bratcher. Regular services and Sunday schools are held and the educational

condition in this respect is second to none. Volunteer workers assist and great credit is due these people, whose efforts are untiring.

The usual amount of products has been raised upon the farm, ensilage and sweet corn, potatoes, carrots, beets, tomatoes, onions, swiss chard, etc., in sufficient quantities to reduce the cost of subsistence and give variety to the menu. However, due to continuous cropping, the land does not produce to the best advantage, and a portion of it should be allowed to remain in sod for some time to improve results. If our herd could be cared for elsewhere and the milk produced under better conditions than those existing here, not only would our cost be less, but land at present used for ensilage corn could be put into grass and hay harvested sufficient for our needs.

Among the improvements of physical conditions are the repainting of the administration building, the garage and laundry building, which gives a decidedly better impression, and practically all cottages needing inside painting and varnish have received attention. A new boiler feed pump has been installed and the cottages known as "A" and "B" have been recovered with slate. Many spruce trees and shrubs have been planted and a start made to grade and seed lawns. The blasting of a number of rocks and stumps would enable us to proceed faster with this work. A new milk room is now finished with cooler, sterilizer and separator. A rear porch on the superintendent's house adds to the attractiveness of that building.

The establishment of a branch of the Providence Public Library has provided good reading for the children and officers, to which they have eagerly responded. The donation of over 100 records has furnished added entertainment to these children in cottages having sound reproducing machines. Many books, games, toys, etc., have been brought to the Home by interested people. The many friends of the Home, the number increasing daily, are making an effort to bring that personal, individual interest so necessary to proper growth.

Probably the most satisfactory result of the year's work is that secured by the placing-out department. Up to 1911 the only children placed in homes were those whom the superintendent placed in free homes. In October, 1911, investigation of placed out children was made and in 1912, \$3,500 was set aside by the Board of Control to establish and maintain a department of placing out. During the year 56 children were in care of the placing-out department; of these 18 were in boarding homes and 20 in institutions. At this

time the department consisted of two workers, a director and registrar. Owing to a reduced appropriation for 1913, this year closed with only two workers and found 216 children in care of the department, with only 5 in boarding homes, while 23 were in institutions. During 1914 but 36 children were placed. The only cases boarded were emergency or exceptional, and December 31, 1914, found only 188 children in care of the department. The year 1915 closed with 206 children in care, 72 having been placed during the year. December 31, 1916, found 235 children in care, 82 having been placed for the year. December 31, 1917, there were 314 in care, 139 having been placed, and December 31, 1918, found 360 in care, 105 having been placed for the year.

On December 31, 1919, we had 509 in care of the department, 135 being in boarding homes, 324 in free homes and 41 in institutions where supervision is not necessary, thirty-nine have become 18 years of age, and 234 children have been placed, including those placed in institutions. There had been 43 transfers made, which means the finding of so many more new homes. For the year 1,457 visits were made to children in their homes, 131 visits to homes where the children were temporarily away, 95 homes visited where no one was at home, 346 homes investigated, 306 additional calls upon investigation, 203 consultations with children outside their home and 131 consultations with teachers, members and others.

I feel that the time is ripe to make a great effort to establish the work on a strictly placing out basis. It is the general opinion of well known workers in child welfare, that for the normal child the fair family home is superior to the best institution. Dr. Hastings H. Hart, of the Russell Sage Foundation, a recognized authority of such ability that in 1911 he was called to Rhode Island to make a survey of the child caring situation, says:

"By the 'orphan asylum system' is meant the bringing up of children from childhood to young manhood and womanhood in an asylum or children's home. For many years this was regarded as the most desirable system of dealing with neglected children. If a child was orphaned, abandoned or homeless, the idea prevailed that a substitute must be provided for the home, and it was believed by many that the substitute could be made better than the real article. Many orphan asylums still cling to the ancient policy of bringing up children to manhood and womanhood, and to the ancient methods of building and administration; but a very large number have broken away from their ancient traditions, and have entered actively into the placing of children in family homes, or they have become temporary refugees for half-orphans and other children needing temporary care."

Following is a paragraph from "Conclusions of the White House Conference":

"As to the children who for sufficient reasons must be removed from their homes, or who have no home, it is desirable that, if normal in mind and body and not requiring special training, they should

be cared for in families whenever practicable. The carefully selected foster home is for the normal child the best substitute for the natural home. Such homes should be selected by a most careful process of investigation and with due regard to the religious faith of the child. After children are placed in homes, adequate visitation, with careful consideration of the physical, mental, moral, and spiritual training and development on the part of the home finding agency, is essential."

Another authority says:

"There are some children for whom the institution is better than the individual home. But for the average normal child (for your child should it lose you) the home is the place where you would want it to grow up, and the home is therefore where we should see to it that the children of those who can no longer look after them are brought up."

Henry Ward Beecher has said:

"We are born to be grouped together and brooded by love, and reared day by day in that first of churches, the family."

We have succeeded this year in reaching the standard set at the time of the 1919 appropriation and with a sufficient amount to keep those children who have been placed this year, and a comparatively small amount additional, I am sure that a substantial decrease can be made in the number in the Home and School. The facts that the Home and School is becoming better and more favorably known, that people realize that our children are normal and seeing them in the homes of acquaintances causes people to offer to care for our children and makes the work of the placing-out department much easier as time goes on.

In conclusion I wish to express my thanks to the members of the Penal and Charitable Commission for their assistance in my endeavor to administer to the needs of the wards of the state who are cared for at the Home and School, and for their support and encouragement in the very important work of securing for our children the advantages of family care through the agency of the placing-out department. Also to the members of the ladies' visiting board, who through their visits to the Home and School, their sympathetic interest, encouragement, timely and able constructive criticism have assisted in solving many of our problems. I believe that a creditable showing has been made this year and that with funds available another year, the work will have progressed so that a goal more satisfactory from the standpoint of the child and his welfare, as well as from that of the State in an economical way, will be in sight, and the State of Rhode Island classed among those states who are working progressively on the problem of child caring.

LUCIUS A. WHIPPLE,

Superintendent.

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